

Cosumnes River College Curriculum Handbook

A guide for those developing curriculum and participating in the
curriculum process

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Part 1: Overview of Curriculum

In California community colleges, curriculum is legally defined as the set of course and program outlines approved by a mandated curriculum process. Course outlines of records (COR's) are descriptions, written both for internal and external readers, of the degrees, certificates and courses we offer at this college. This handbook describes the curriculum process- how curriculum is developed and how curriculum proposals become legally approved.

Importance of Course Outlines and Program Outlines

Clearly, well-written course and program proposals are essential, and this cannot be reiterated enough. Please note the following:

1. Faculty are both legally (by Title 5) and contractually (by LRCFT union contract) required to teach to the course outline of record.
2. Four-year colleges and universities articulate courses with community colleges based upon the official course outlines of record.
3. Accreditation standards require that the community college assess how well students achieve the student learning outcomes and the program learning outcomes in the official course and program outlines of record.

Part II: Who is responsible for Curriculum?

There are many people involved in the curriculum process.

Faculty: Ultimately, faculty are responsible for the creation and maintenance of curriculum, and curriculum proposals can officially originate from faculty members. The faculty members of CRC are employed by the Los Rios Board of Trustees, elected by the people of this region, and funded by the state to oversee instructional programs. We need the consent of both the Los Rios Board and the State Chancellor's Office in our major curriculum decisions. Our funding is based on certain guarantees. Curriculum is the way we document the guarantees we make about our instructional programs.

State regulations require the Los Rios Board of Trustees to establish procedures to ensure the right of the Academic Senate to assume primary responsibility for making recommendations in the areas of curriculum and academic standards. Through the Curriculum Committee, the Academic Senate recommends to the local Board those courses and programs that meet Senate standards.

Academic Department or Program Members: Curriculum proposals usually originate at the department level, after departmental or programmatic conversations. The department or program that creates the curriculum is obligated to maintain its curriculum by ensuring adherence to curriculum policies. The CRC Academic Senate has delegated the following curriculum matters to the Academic Department or Programs:

- Curriculum planning and review
- Establishing Prerequisites
- Placing Courses within Disciplines
- Establishing major requirements for degrees and requirements for certificates
- Recommending a course to meet a general education or articulation requirement
- Educational program development

CRC Curriculum Committee: The Curriculum Committee operates as a shared governance committee of the Academic Senate. While the Curriculum Committee is listed with the Standing Committees, technically, it is not a Standing Committee. Members of the Curriculum Committee are not necessarily members of the Academic Senate (with the exception of the Curriculum Committee Chair). The CRC Academic Senate has delegated the following curriculum matters to the Curriculum Committee:

- Curriculum planning, review and approval processes
- Development of curriculum review and approval processes and guidelines
- Prerequisite approval process and guidelines
- Processes regarding degree and certificate requirements
- Processes for identifying courses which meet general education or articulation requirements
- Educational program development processes
- Recommendations to change the Curriculum Committee governance structure

** There is much overlap between the joint delegation of curriculum matters to the academic departments or programs and the Curriculum Committee. This reflects the understanding that knowledge about content rests with the department faculty and knowledge about the regulations and best practices rests with the Curriculum Committee. **

CRC Academic Senate: While the CRC Academic Senate retains authority over many curriculum matters, the operational guidelines of the CRC shared governance structure delegate most of these responsibilities to the Curriculum Committee, Matriculation and Student Success Committee, the College Planning Committee, and the Shared Governance Committee and to the academic departments or programs. The Academic Senate relies heavily on the advice of the shared governance committees and the departments in handling the following matters:

Task	Responsible Party
Ensuring compliance with policies regarding prerequisites and student preparation/success	Primarily Matriculation and Student Success Committee, but partly Curriculum Committee. Curriculum Committee is involved with ensuring adherence to these policies only in the area of prerequisites.
Curriculum planning and review policies	Jointly assigned to the Curriculum Committee and to the College Planning Committee
Accreditation Matters	Partially delegated to the College Planning Committee, and partially retained by the Academic Senate. Accreditation standards must

	be reflected in curriculum policy proposals written by the Curriculum Committee.
The governance structure of the Curriculum Committee	Delegated to the Shared Governance Committee, with recommendations taken from the Curriculum Committee or any of the campus constituency groups.

District Curriculum Coordinating Committee (DCCC): The District Curriculum Coordinating Committee (DCCC) operates as a subcommittee of the District Academic Senate (DAS). Membership of DCCC includes representatives from each college including the curriculum chair, and VPI or designee, the DAS, and a representative of the Articulation Officers, appointed by the DAS president, and the Vice Chancellor of Education and Technology. The DAS has delegated primary curriculum authority to the colleges in the district, requesting only that curriculum matters that affect more than one college be coordinated by the DCCC. The DCCC review provides certification that the curriculum has been developed and approved according to the policies approved at the local colleges and that the other colleges in the district have been properly consulted. A curriculum proposal is rarely forwarded to the Board (but remains in review) while recommendations against the proposal remain. Coordination entails working with departments at the colleges in the district to come to an agreement or to find solutions in the case of amicable disagreement. The following tasks are handled at the DCCC level:

- Final review of curriculum proposals before Board approval
- Coordination of communication regarding curriculum proposals prior to approval at the local college
- District prerequisite regulations
- Standards of policies regarding student preparation and success
- Coordination of the placement of courses within disciplines
- Common numbering and thematic block policies
- Coordination of the placement of courses within thematic blocks
- Coordination of common numbering
- Coordination of the district's online curriculum management system (SOCRATES)
- Degree or certificate policies
- Competency requirements for an Associate's degree
- Grading policies

District Academic Senate (DAS): The District Academic Senate (DAS) is consulted by the Los Rios Board of Trustees on several curriculum matters, however DAS delegates primary curriculum authorized to the colleges in the district or DCCC.

Los Rios Board of Trustees: The Board has agreed to consult collegially the DAS regarding many curriculum matters. The Board has delegated authority and responsibility for these matters but retains the final approval authority.

Part III: The Curriculum Committee

Curriculum Committee Charge

Purpose: This committee meets as required to appraise the curriculum; participate in the development of the District Educational Master Plan; coordinate programs offered by various areas, including honors; consider proposals for addition or changes in curriculum or courses; establish general education requirements; evaluate and implement outcomes of program reviews; and make recommendations to the College President concerning programs and course offerings.

Areas of Responsibilities

The committee shall:

Review and approve, as appropriate, all curriculum proposals for new courses, course deletions, changes/revisions to curriculum that are not technical or administrative changes; new, revised or deleted certificate or degree programs; and Title 5 Academic Standards implementation. A technical review is done prior to curriculum or program presentation.

The faculty chairperson shall:

Initiate formal review of all curriculum proposals in coordination with the curriculum committee technical review subcommittee;

Coordinate documents in the current curriculum management software for review with appropriate area deans and faculty;

Forward proposals to the curriculum committee which reflect the technical changes suggested in the technical review process;

Coordinate curriculum meetings; e.g., agenda preparation, proofreading of minutes, and meeting facilitation;

Serve as liaison to the Academic Senate;

Serve as representative to the District Curriculum Coordinating Committee and as a liaison to other campus curriculum chairs or committees;

Coordinate relevant issues with the chairs of other Cosumnes River College shared governance committees;

Recommend appropriate faculty/area dean contacts for curriculum development proposals;

Prepare memos or policy statements on any curriculum issue regarding lead faculty opinion, e.g., core curriculum proposal, Title 5 implementation, graduation proficiencies policy regulation, or other related issues;

Establish appropriate sub committees and ad hoc committees to address general education, honors, proficiency standards, requisites, multi-cultural, distance education, etc. Subcommittee work may include research, clarification, and focus of these issues and recommendations to be forwarded to the curriculum committee;

Fulfill committee obligation to college goals and objectives; and

Fulfill committee obligations to college accreditation.

Committee Composition

Faculty Membership: Composition of the committee shall be faculty weighted (a majority of eligible voters shall be faculty members) and reflect representation of area/unit faculty. The college faculty Articulation Officer shall be a permanent member. No more than two voting members shall be from the same area and all areas shall be represented, with the exception of the area to which the Articulation Officer is assigned. That area shall have two representatives in addition to the Articulation Officer. The faculty chair and chair-elect shall be designated by the Academic Senate President, in consultation with the College President. The faculty chair shall serve as a fully participating senator of the Cosumnes River College Academic Senate. Responsibilities of the faculty chair to the senate include but are not limited to: attending all senate meetings; presenting a fall semester planning report, a spring semester progress report, and providing an end-of-year summary of all committee recommendations. The chair is also responsible for communicating committee issues to the attention of the senate and to appropriate college and district groups for review, assistance, research and possible recommendation.

Administrative Membership: The committee shall include Associate Vice President of Instruction and no more than two voting instructional area deans designated by the Management Council in consultation with the College President. The Vice President of Instruction is the Executive Secretary.

Classified Membership: The committee shall include no more than two voting members designated by the Classified Senate in consultation with the College President.

Student Membership: The committee shall include no more than four voting members designated by the Associated Students of Cosumnes River College in consultation with the College President.

Curriculum Job Descriptions/Responsibilities

Curriculum Committee member:

- Attends Curriculum Committee meetings
- Reviews agenda and curriculum proposals before each meeting

- Reports on curriculum issues to own area division
- Assists colleagues with curriculum development and revision

General Education (GE) Subcommittee Chair: (currently combined with Ethnic/Multicultural)

- Facilitates discussions and review regarding GE and Ethnic/Multicultural requests on curriculum proposals
- Communicates with curriculum developers regarding changes/edits to curriculum to meet GE and/or Ethnic/Multicultural requirements
- Prepares and presents regular reports to the Curriculum Committee regarding pending/approved/denied GE and Ethnic/Multicultural requests
- Maintains and updates GE and Ethnic/Multicultural request forms and assists faculty in completion of GE and Ethnic/Multicultural requests
- Participates in Technical Review as needed

Distance Education (DE) Subcommittee Chair:

- Facilitates discussions and review regarding DE requests on curriculum proposals
- Communicates with curriculum developers regarding changes/edits to curriculum to meet DE requirements/best practices
- Prepares and presents regular reports to the Curriculum Committee regarding pending/approved/denied DE requests
- Assists the faculty in the preparation of DE requests
- Participates in Technical Review

Multicultural Subcommittee Chair: (currently combined with General Education)

- Facilitates discussions and review regarding Multicultural Education requests on curriculum proposals
- Communicates with curriculum developers regarding changes/edits to curriculum to meet Multicultural Education requirements
- Prepares and presents regular reports to the Curriculum Committee regarding pending/approved/denied Multicultural Education requests
- Assists the faculty in preparation of Multicultural Education requests
- Participates in Technical Review as needed

Requisite Subcommittee Chair:

- Facilitates discussions and review regarding Prerequisites/Co-requisites/Advisories requests on curriculum proposals
- Communicates with curriculum developers regarding changes/edits to curriculum to meet Pre/Co/Adv best practices

- Prepares and presents regular reports to the Curriculum Committee regarding pending/approved/denied Pre/Co/Adv requests
- Assists the faculty in preparation of Pre/Co/Adv requests
- Participates in Technical Review

Articulation Officer:

- Attends Curriculum Committee Meetings
- Participates in Technical Review as needed
- Communicates articulation issues to Committee

Curriculum Chair:

- Initiates Curriculum process with proposals launched to Tech Review status
- Generates Tech Review and Curriculum Committee meeting agendas using current curriculum management software
- Initiates Tech Review process by reviewing curriculum proposals, noting edit requests/suggestions based solely on grammar, punctuation, spelling, typos, legal issues (i.e. Title 5). No curriculum evaluation is done at this time. Ensures that notes regarding comments from curriculum committee members are appropriate and courteous. Chair also sends Tech Review notes to faculty developer after committee has provided feedback.
- Serves on the Academic Senate to communicate curricular issues between the Academic Senate and the Curriculum Committee.
- Serves on the District Curriculum Coordinating Committee (DCCC).
- Stays up-to-date on statewide curricular issues and requirements which can include participation in meetings and institutes.
- Moves courses/program proposals appropriately through the Curriculum process using the current Curriculum Management software.
- Maintains detailed tracking of courses/program proposals throughout the curriculum process.
- Assists faculty with curricular issues.
- Serves on Socrates Advisory Group (SAG), or appoints designee.

Vice President of Instruction (VPI)—Executive Secretary:

- Attends Curriculum Committee meetings or sends a designee
- Serves on DCCC or appoints designee
- Serves on District Program Placement Committee

Associate Vice President of Instruction (AVPI):

- Attends Curriculum Committee meetings
- Participates in Technical Review

Subcommittee Charge

Distance Education (DE): The DE subcommittee performs a separate review of all courses containing a distance education modality. In particular, the subcommittee ensures that academic standards and learning outcomes are equivalent to those of the traditional in-person modality, and that regular, effective instructional contacts are included. The subcommittee suggests or recommends edits to the Distance Education Subcommittee Chair, who coordinates edits and revisions with the course developer. The subcommittee reports to the entire committee regarding which courses have been recommended for approval or denial and/or of any concerns pertaining to distance education.

General Education (GE): The General Education Subcommittee is charged with the review of courses that request status in one or more of the general education graduation requirements of Natural Sciences, Social Sciences, Humanities, Languages and Rationality and Living Skills. The GE subcommittee utilizes the criteria derived from Title 5 for approval of course descriptions, learning outcomes and objectives, and course topics. Each of these components of the curriculum outline must illustrate all aspects of the criteria for the requested GE category. For the learning outcomes and objective section of the course outline, relevant specific outcomes from CRC's GE learning outcomes are provided for assistance to the developer. The GE subcommittee also provides similar feedback regarding the need for more information or clarification of any aspect of the course outline or to explain reasons for request denials. The subcommittee reports to the entire committee regarding which courses have been recommended for approval or denial.

Ethnic/Multicultural Graduation Requirement: The Ethnic/ Multicultural subcommittee advises and recommends to the general committee as to whether or not courses fulfill the ethnic/multicultural graduation requirement for the college. The Ethnic/Multicultural subcommittee acts in accordance with Title 5 and CRC's General Education learning outcomes.

Requisites: The Requisite subcommittee reviews the courses and other requirements listed in the prerequisites, co-requisites, advisory or enrollment limitation sections of the course outline as well as the justifications for these requirements. The subcommittee suggests or recommends edits to the Requisite Subcommittee Chair, who coordinates edits and revisions with the course developer. The subcommittee reports to the entire committee regarding which courses have been recommended for approval or denial and/or of any concerns pertaining to requisites.

Technical Review: The Technical Review subcommittee reviews all proposals for punctuation, grammar, consistency, legality/compliance, etc. Technical Review subcommittee typically conducts all review work online, unless an in-person meeting is required.

Ad hoc subcommittees may be called on and created upon as-needed basis.

Meeting Schedule

Curriculum Committee Meetings: 1st and 3rd Wednesdays from 3-5pm during academic year

Technical Review Meetings: The week before each regularly scheduled Curriculum Meeting, usually the 2nd and 4th Wednesdays by email during academic year

General Curriculum Deadlines

Below are target dates for when a new course or program proposal needs to be launched in order to make catalog deadlines. Using the guidelines below (based on the type of course/program you are submitting) is when the course needs to be at Technical Review status. Target dates are based on monthly District Curriculum (usually the last Friday of every month during the Academic year) and Board of Trustees (usually the 2nd Wednesday of each month during the Academic year) Meetings. External factors (such as State Approval) can delay a course or program and cause it to miss the publication deadline. The Curriculum Committee suggests you submit your proposals as early as possible! A detailed schedule will be sent to all faculty by the start of the academic year during the fall semester.

Remember, in order for a course to be offered, it must be printed in either the printed college catalog or mid-year addendum**

For Curriculum Purposes, a “Substantial revision” (*) is defined as changes which are sufficient to alter the intent of the course, degree or certificate, typically a major change to the required core content or course listing. Adding or deleting a minimum number of courses typically does not alter the intent.

For Curriculum Purposes, The “Rule of Five” (**) for LRCCD shared courses are changes of: Title, Units, Course Number, Academic Level or Substantial Change in Content as reflected in the catalog description. Any of these changes must be coordinated among all colleges offering the course as a “Collaboration Agreement.” More information is discussed later in this handbook.

Curriculum Deadlines

- For inclusion in the **Mid-Year Catalog Addendum**- Printed JanuaryBeginning of Fall Semester

NOTE: Publication in the mid-year addendum is restricted to New Courses and Programs to be offered in the Spring semester. Revisions required by external agents (e.g. CTE accreditation, legislative rules) may also be included in the addendum on a case-by-case basis.

- For inclusion in the printed **College Catalog**—Printed April
 - Items that Require State Approval.....Early Fall Semester
New programs (certificates and degrees)per recommendation on the PPC list, Substantial* Program revisions per recommendation on the PPC list, Any new or revised course accompanying the above programs, Any CSU or UC Transferable Courses, Any stand-alone course
 - Items that Require Board of Trustees Approval.....Mid Fall Semester
“Rule of 5”** Course Revisions, Course Deletions, Program Deletions, New-to-District Courses, New Certificates (under 12 units)
 - Items that Require DCCC Approval.....Mid Fall Semester
New to College Courses, Changes to Title or Course Number for CRC-only Courses
 - Items that Require CRC Curriculum Committee Approval.....Mid Fall Semester

Program Revisions, Routine Course Revisions (not part of a “Rule of 5” change), Requests to classify existing courses as IGETC (Existing UC approval is required), CSU-GE

Part IV: Types of Curriculum Proposals

Course proposals:

New to District: A proposal to create a new course outline of record that is not in existence at any other college in the Los Rios Community College District (LRCCD). New to District proposals will not only go through the local curriculum process, but will also be brought to DCCC and the Board of Trustees for approval.

New to College: A proposal to create a new course outline of record at CRC that currently exists at another college in LRCCD. New to college proposals will also go through the local curriculum process, but will also be brought to DCCC.

**** All new courses (New to District and New to College) will go to the Chancellor’s Office for official approval and to be added to their curriculum inventory. ****

Revision: A proposal to revise a current course outline of record at CRC. Most revisions only need to go through the local curriculum process, unless it is a collaboration request (a revision that needs to

Deletion: A proposal to delete a current course outline of record at CRC. Deletions will go through the local curriculum process, DCCC and the Board for approval of the deletion.

Program (degree or certificate) Proposals:

New Program: A proposal to create a new degree or certificate at CRC. Any New to District program or a substantial change to an existing program must go through the **PPC (Program Planning Committee)** process. The PPC process is

1. Collaborate with the program area (disciplines) at CRC and among the other colleges in the district regarding the program that will be developed (this is a draft plan, and is not done in Socrates).
2. After collegial contact and discussion, notify the curriculum chair of the planned program. This can be a program that is planning to be developed or significantly revised within the next two years.
3. The Curriculum Chair will announce the proposed program in a local CRC Curriculum Committee meeting for the members’ consent. Once the curriculum committee members have given their consent, the Curriculum Chair will then announce the proposed program to the Academic Senate, at a local CRC Academic Senate meeting. The Curriculum Chair will

- also contact the Vice President of Instruction to include the program proposal on a listing for the PPC.
4. The VPIs and members of the PPC will meet at some point in the academic year to discuss the programs on the PPC list (and help when a convergence among colleges is necessary so that concerns and/or resource planning can be vetted).
 5. Once the program has a “recommendation per approval to proceed” by the district PPC, the faculty developer can launch a program proposal in SOCRATES and begin the curriculum cycle for approval. If the program has not been developed after two years, the course program will be removed from the approved to proceed list maintained by the PPC. If a proposal is removed, but the faculty member still wishes to develop the program, the entire process must start over to obtain new PPC recommendation per approval to proceed.

The only exception to the PPC process are **ADT's, or Associate Degrees for Transfer**, mandated by SB 1440 and 440. In conjunction with SB 1440, SB 1415 was proposed to develop a system of common course numbers between the CSU and Community College system. Since the law's passage, TMC (Transfer Model Curriculum) has been developed for many of the most popular degrees at the CSU. The law states that once these TMC's have been developed by a committee of discipline experts across the state, and vetted, a template for the TMC will be posted on the Chancellor's Office website. TMC templates are posted by Feb 1 or Sept 1 of each year. Once the templates are posted to the Chancellor's Office website, a college who has an existing degree in that program, and/or has an existing major in that same TOP code has 18 months from the date the template was posted to create an ADT in that program. Even though the proposal of an ADT is a new program, since it is being proposed to comply with state law, it is not necessary to go through the PPC process. The Curriculum Chair will contact appropriate the department once a TMC is available in that subject area.

Revision: A proposal to revise a degree or certificate at CRC. Most revisions only need to go through the local curriculum process.

Deletion: A proposal to delete a degree or certificate at CRC. Deletions will go through the local curriculum process, DCCC and the Board for approval of the deletion.

If the deletion of your degree or certificate will delete the entire program, the **Program Discontinuance Process** must be followed. The discontinuance of a program entails more than just a program deletion; it involves, potentially, the reassignment of staff, a semester-by-semester phase-out of courses, a reappraisal of facility usage, etc. As this process involves much more than the typical curriculum paperwork, the establishment and revision of a program discontinuance process shall be the responsibility of the Academic Senate and shall not be delegated to the Curriculum Committee. The Curriculum Committee shall follow the Program Discontinuance Process of the Academic Senate, in so far as the Curriculum Committee is involved in that process, which is to send the related degrees, certificates and any courses through the formal deletion process through the curriculum committees. The Academic Senate will be notified as courses, certificates and courses related to a program being discontinued come through the Curriculum Process. For the full program discontinuance policy, please

contact the division dean, Academic Senate representative or look on the Curriculum Committee's webpage.

Part V: The Curriculum Process

The Curriculum Process (from initial draft to catalog status)

Step 1: Draft: When a faculty member (referred to as the "curriculum developer") initiates a curriculum proposal it appears at Draft status. It will stay in Draft status until the faculty member "launches" or "withdraws" the proposal. Current courses and programs in SOCRATES will not be affected by a "launch" or "withdrawal" of a Draft proposal.

It is during this stage that the course proposal is under construction. Since SOCRATES is web-based, any curriculum action, including the creation of a Draft proposal, will be visible to others who log into SOCRATES. It is strongly suggested during this stage that there is frequent communication with others in the curriculum developer's department, both at CRC and other LRCCD campuses division and their division dean.

Remember, if the draft being created is a new program, it must be on the approved PPC list before a draft in SOCRATES can be developed. Please refer to an explanation of the PPC process in the previous section.

Best practices concerning draft status proposals are that they be completed in a timely fashion. Annually, the Curriculum Chair will review proposals that have been abandoned (defined as having been at draft status for more than three years). The Curriculum Chair will contact the faculty developer to discuss the proposal at draft status and may delete the draft proposal.

The technical steps of draft proposals (either course or program)

To start a draft proposal, you will follow these steps:

Log into SOCRATES, Click on the Curriculum Developer Tab, and then Create New/Revise Existing/Delete Existing, and then follow the prompts.

When you are ready to move the course proposal from Draft status, you have one of two options:

To Launch the Proposal (and continue the curriculum process), you will follow these steps:

Log into SOCRATES, Click on Curriculum Developer Tab, and then choose My (Course/ Program) Proposals and select the course proposal you want to launch. Once you are looking at the course outline, click on the Submission Options tab, and choose launch proposal and follow the remaining prompts.

To withdraw the proposal (and end the curriculum process related to this proposal), you will follow these steps:

Log into Socrates, Click on Curriculum Developer Tab, and then choose My (Course/ Program) Proposals (and select the course proposal you want to launch). Once you are looking at the course outline, click on the Submission Options tab, and choose “Withdraw proposal” and follow the remaining prompts.

Step 2: Department Review: After a proposal is launched, it is in the Department Review stage. At this time, the Department Chair (or designee) will automatically be sent an email message from SOCRATES to enter the department vote (concerning the proposal) and add an electronic signature. The proposal will remain in department review status until the Department Chair (or designee) completes this action. When the department chair has signed off on the course, and entered a department vote, the course proposal then moves to “Technical (Tech) Review”.

It is during this stage that continued discussions within the department and division occur. It is generally recommended that proposals that are not supported by the entire department should be withdrawn. Discussions might include program feasibility, course offerings, budget considerations, FTE availability, attendance accounting, student need or interest, etc.

The technical steps of Department Review:

To enter a department vote and digitally sign a curriculum proposal, you will follow the steps below:

Log into SOCRATES, Click on Signature Requests Tab, and then choose List of Signature Requests. To view the entire proposal, you can click on the proposal name. To sign the proposal (and enter a department vote), click on Go to Signature Request and follow the remaining prompts.

- Note—This is the same procedure you would use to sign signature requests for other proposals from the other campuses in the same or related discipline.

Step 3: Technical (Tech) Review: After a proposal is signed off by the department, it is in the Technical (Tech) Review Stage. A proposal will get placed on a Tech Review agenda based on date it was put into the Technical Review status in SOCRATES. The Curriculum Chair sends out the Tech Review agenda to a subcommittee (The Technical Review Subcommittee) of the curriculum committee. These meetings are done completely electronically. Members of this subcommittee are reviewing the proposal in multiple ways, such as: grammar and spelling, sections are filled out appropriately and completely, special requests (such as Requisites or Distance Education). The subcommittee is also tasked with reviewing the proposal for conformity to Title 5 and LRCCD district regulations and/or articulation requirements. Once the chair receives feedback from the subcommittee members, he/she will send the curriculum developer an email outlining the corrections and suggestions to the proposal. The chair might also send along other questions or concerns raised by members of the committee. The curriculum developer

might also receive comments from other subcommittee chairs (such as Requisites or Distance Education) separately.

Once the curriculum developer receives these comments, the proposal stays in Tech Review status until the curriculum developer makes the necessary changes AND notifies the curriculum chair that the requested corrections have been made. Once this has been completed, the proposal will be moved onto a formal curriculum agenda, and will move into 1st Reading status.

The technical steps of Technical Review:

To address feedback provided by the Tech Review subcommittee:

Log into SOCRATES, Click on Curriculum Developer Tab, and then choose My (Course/ Program) Proposals (and select the course proposal you want to work on). From there, go into the sections of the outline that need modification. Make sure you click Save on every screen when you make changes, otherwise your modifications will not be recorded. Once you are done editing, contact the curriculum chair via email.

Step 4: 1st Reading: Once the requested modifications have been made to the proposal from feedback from Tech Review, and the Curriculum chair has been alerted that the modifications have been made, the course goes into 1st reading status, and will be placed on a formal Curriculum Committee agenda. Curriculum developers will be invited to attend this meeting, especially if this is for a new course or program. During this meeting, the full committee will review the proposal, and direct any comments or questions to the curriculum developer in attendance (or the curriculum chair if the curriculum developer is not in attendance). Typical questions asked during 1st reading may include:

- Is this a stand-alone course? (Stand-alone courses are courses that are not tied to any degree or certificate, and/or are not approved for General Education (either AA/AS or CSU/UC). Stand-alone courses require special approval at the Chancellor's Office.)
- Is this course within the scope of the mission of the Community College? (Courses approved to be taught at the Community College cannot be upper division or graduate level curriculum.)
- Is it feasible to offer this course/program? (This question is to make sure conversations about FTE, course offerings, etc. have been discussed with appropriate administrators.)
- Is this course really needed? (In a time of limited FTE and budgetary constraints, is there a justified reason for this new course or program? Is there student or industry demand? If CTE or a new certificate, will this new program make students employable?)

If there are no comments concerning the proposal, then the proposal will move to 2nd Reading. If there are additional comments about a proposal, then the proposal will remain at 1st reading status until the comments have been addressed by the curriculum developer.

Step 5: 2nd Reading: The full Curriculum Committee reviews each proposal twice—1st and 2nd Reading. The idea behind this is to provide a period of time for additional reflection and discussion of merits of a particular proposal. At 2nd review, special attention is paid to making sure all comments about this proposal (provided during Tech Review and 1st Reading) have been addressed. If there are still outstanding comments found during 2nd reading, the proposal will be held at this stage until they are addressed. Any proposal having DE or a Requisite requests that has not addressed those comments provided separately by the appropriate subcommittee will also be held at this stage until comments are addressed. If all comments have been addressed, the course will go up for approval. The Curriculum Committee will bring these items to a vote, following Robert’s Rules of Order. If approved, the proposals move to the next level (as outlined below):

Proposal Type	Next Stage After 2nd Reading
Course revision	Catalog Status (curriculum process is complete)
Course Deletion	DCCC
New to College Course	DCCC
New to District Course	DCCC
Experimental Course	DCCC
New Program (Certificate or Degree)	DCCC
Program Revision (with no substantial change)	Catalog Status (curriculum process is complete)
Program Revision (with substantial change)	DCCC

- Note- If the proposal (this is only applicable for course proposals) goes completely through the process, and then the course will be given a “Last Review Date”, which will be the date it was approved at 2nd Reading. Should your course bypass any one of these steps (such as come through curriculum on a Consent/FYI Item—see below), then it will not receive an updated Last Review Date. Last Review Dates are critical as Title 5 requires our course outlines be reviewed at least every 6 years.

Step 6: DCCC (District Curriculum Coordinating Committee): All proposals at DCCC status, including New to College or New to District Courses, and New Programs will be reviewed and voted on by members of DCCC at their monthly meeting. Membership of DCCC includes representatives from Curriculum Committees and the Office of Instruction from all four campuses. Proposals that are approved at DCCC are moved to the next stage as follows:

Proposal Type	Next Stage after DCCC
Course Deletion	Board
New to College Course	Catalog Status (curriculum process is complete)
New to District Course	Board
Experimental Course	Catalog Status (curriculum process is complete)
New Program	Board
Program Revision(with substantial change)	Board

Step 7: Board (Los Rios Board of Trustees): The LRCCD Board of Trustees votes on proposals at Board status at their monthly meeting. Proposals that are approved are moved to the next level as follows:

Proposal Type	Next Stage after Board
Course Deletion	Catalog Status (curriculum process is complete)
New to District Course	Catalog Status (curriculum process is complete)
New Program	CCCCO
Program Revision (with substantial change)	CCCCO

Step 8: CCCCC (State Chancellor’s Office): Programs at CCCCC are reviewed by the System’s Office (formerly called the California Community College Chancellor’s Office). Programs that are approved will be moved to Catalog Status. Once approved, the CCCCC provides CRC with a unique state identification code for the program. Additionally, all new courses will be approved through the CCCCC. There might be additional paperwork generated with this stage, which will originate in the Office of Instruction. Labor market data and/or transfer data may be compiled.

If it is a Career Technical Education (CTE) program proposal, then labor market data will be compiled. CTE programs are reviewed by North/Far North Consortium for approval. Additional forms will be required, and will originate in the Office of Instruction.

In some instances, new approval for existing programs must be sought at the Chancellor’s Office should the revision to the program be deemed a “substantial” change. New approval will be required if your program revision meets any of the following criteria.

- The goals and objectives of the program are substantially changed.
- 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.
- The college wishes to add an associate degree for transfer (AA-T or AS-T) in the same four-digit TOP code as an existing certificate or degree offered by the college.
- The college wishes to add a new award to an existing program. This may be used to add a certificate of achievement to an existing degree or add a degree to one or more existing certificates of achievement. All existing and proposed awards must be categorized in the same four-digit TOP code.
- An existing program is split into two or more tracks, options, emphases, etc., in the same four-digit TOP code. In most cases, the proposed changes in a five-digit TOP sub-discipline may be considered within an existing program classified in the corresponding four-digit TOP code discipline.

Step 9: Catalog: Once a proposal is moved to Catalog status, the curriculum process is complete, and other input processes can begin. If the proposal was a revision, it will replace the current catalog version

of the outline of record in Socrates. Once an item has been moved to Catalog status, the curriculum is now official.

- Note-If the proposal was a new course or program, then the item must be printed in a college catalog or mid-year addendum before the proposal can be taken (course) or completed (program) by students. Please see calendar on page 13 to make sure the proposal meets appropriate deadlines.

Atypical stages of the Curriculum Process:

Consent/FYI: Course proposals (294/494) or (299/499) receive less scrutiny by the Curriculum Committee, as these are generally thought to be temporary courses. These proposals will go through the Tech Review process, and then once any requested changes have been made, they will come to the full committee as a Consent/FYI item (and not 1st Reading). With the committee's consent, these items move directly to DCCC, and then Catalog Status.

Archive: When a course or program has been deleted from the College's active curriculum inventory or when a course or program has been superseded by a more recent curriculum action, an archived version of the previously official outline is given a status of Archive in SOCRATES. In general, Archived versions are available through the History link in SOCRATES or by selecting the word Course or Program in Section one of the current course outline.

Important Considerations when working on Curriculum Proposals:

1. The Rule of Five:

A course is considered the "same" across the Los Rios district if it satisfies the following five criteria:

1. Same course designator and number
2. Same course title
3. Same number of units
4. Same academic level (basic skills, college non transfer, and transfer). Note: This does not include the same prerequisites, but the developer should take this into consideration.
5. Similar, but necessarily identical course descriptions and course content. Note: The SLOs are not included, but the developer should take this into consideration.

In practice the Rule of Five simply means that if a course is offered by more than one college and has the same identifier, it is treated as the exact same course at each Los Rios College. Courses that differ on one of the criteria of the Rule of Five are required to have different course designators or numbers.

Courses that fall under this Rule of 5 criteria, should a curriculum developer choose to change one of the items addressed by the criteria on a course that is "shared" at multiple LRCCD colleges, a collaboration request must be started (and agreed upon by all affected campuses and departments at those colleges).

It is essential that collaboration requests move through the Curriculum process together, because a proposal will not be moved to Catalog at any college until all the other affected colleges have completed their curriculum process. Notification of completed Collaboration Requests occurs after DCCC's monthly meetings.

Examples of the Rule of Five:

- **Common Course Identifier:** College Composition is a 3-unit, transfer course that is offered by all Los Rios Colleges. With the exception of minor differences in course description and course outline, the content of the courses is essentially the same throughout Los Rios. College Composition satisfies the Rule of Five and uses the common course identifier ENGL 300.
- **Change in Units at One College:** To meet local needs, CRC would like to offer ANTH 301 (Lab in Physical Anthropology) as a 1.5-unit class instead of a 1-unit class as it is at the other colleges. Colleagues across the district concur that it makes sense for CRC to create a 1.5-unit version of ANTH 301; however the existing 1-unit ANTH 301 continues to work fine at the other colleges. Under the Rule of Five, the course proposed by CRC is not the same as ANTH 301, since it does not have the same number of units as the course ANTH 301 offered at the other colleges. Therefore CRC will have to use a new course identifier in the same thematic block as the existing course, perhaps ANTH 302.
- **Change in Title at One College:** To create a new focus in its French language program, SCC wants to change the title of FREN 100 (Conversational French, Elementary) to Everyday French Language, Life and Culture, Part 1. District colleagues concur that it makes sense for SCC to create a version of FREN 100 course with the new title, however, the existing title meets the needs of the other FREN 100 offerings, and district colleagues do not want to change the name of their FREN 100 course. Under the Rule of Five, SCC is proposing a new French course titled "Everyday French Language, Life and Culture, Part 1". As a new course, it will be assigned a new course identifier in the same thematic block as the existing course, perhaps FREN 105.
- **Substantial Change to Catalog Description or Course Content at One College:** In response to student need, FLC would like to split the 5-unit MATH 120 (Intermediate Algebra) into a two-semester sequence, and increase the total units to 6, instead of the one-semester sequence format offered at the other Los Rios colleges. District colleagues agree that the two-semester format would work best at FLC, but prefer the one-semester version at their college. Under the Rule of Five, FLC is proposing two new courses with different identifiers (MATH 123 and MATH 124), different titles (Intermediate Algebra, Part 1 and Intermediate Algebra, Part 2) and new units (3 units respectively).
- **Change in Key Course component Agreed upon by All Colleges:** To align to standards in the field, CRC proposes renaming its ANTH 300 course Biological Anthropology, from its current title, Physical Anthropology. District colleagues agree, and want to adopt the new title at their campus as well. CRC would initiate a Collaboration Request to change the title of the course. All Anthropology District representatives would agree to the collaboration request. Once a collaboration request has been agreed to, all campuses check out their ANTH 300 course and makes the title change. The course would then go through the entire curriculum process. Since

this is a change that falls under the Rule of Five, it needs to be approved by DCCC. For DCCC to approve it, all affected courses must be at DCCC together. If CRC's course gets through their local curriculum process before the other colleges, then CRC's course will remain at DCCC status until the other colleges get their course to DCCC. Only after all of the affected courses are at DCCC, will the courses be listed as Catalog Status.

2. Cross-listed, Cross -Referenced or "same as" courses:

Cross-listed, or "same as" courses are courses that are identical except by course designator and possibly the number as well. For example BUS 345 (Law and Society) and SOCSC 360 (Law and Society) are identical courses. When revising such courses, the curriculum developer is responsible for notifying other faculty with a cross-listed course of any changes being made to the course outline so that the matching course update can be initiated. All courses must be submitted for review and go through the curriculum process at the same time. Language such as, "This course is the same as SOCSC 360, and only one may be taken for credit" needs to be included within the course description. Course designators and numbers must be "Embedded" in the course description.

The technical step of Cross-listed, Cross-referenced or Same as courses:

To embed a course designator and number, you will follow these steps:

Log into SOCRATES, Click on Curriculum Developer Tab, and then choose My (Course/ Program) Proposals (and select the course proposal you want to work on). From there, go into the Course Description tab. Here you can edit the course description, and there will be a prompt asking you if the course is cross listed (or embedded). Enter the cross listed information when prompted. At this time, also edit the course description to read that students can only take one of the courses for credit (see example above).

3. Deleting a Course:

The curriculum developer submitting a course for deletion is responsible for notifying all faculty who have:

- a. A cross-listed course associated with the deletion
 - b. The course for which the proposed deletion is a prerequisite, co-requisite or advisory
 - c. A program (degree or certificate) including the proposed deletion. This information is listed in the section of the course outline titled "Relationship to College Programs".
- Note - When deleting a course, the only portion of the course outline that must be addressed is the Explanation Statement, which is found when the curriculum developer launches the deletion. Please make sure this statement clearly reflects why this course is being deleted, and whenever possible, refer back to programmatic discussions (during PrOF, Unit Plan). For

example, “As a result of program review, the Business department has decided that this course no longer satisfies student course needs, and is not a required or elective course.”

4. Carnegie Units and Calculating Credit Hours:

Typically one lecture hour is deemed to require at least two hours of work outside of the class (for the student) and this is called “1 unit”. Three hours of laboratory or activity is commonly equated to “1 unit” of credit. Remember that the difference between lecture and lab is that lecture has at least 2 hours of outside class work (homework) expected, while lab does not have this expectation. The description, calculations and chart below will assist you in calculating the correct unit value for your course.

A “CREDIT HOUR” is the unit of measuring educational CREDIT, usually based on the number of classroom hours per week throughout a term.

Students are awarded credit for classes on the basis of the Carnegie unit. This defines a semester unit of credit as equal to a minimum of three hours of work per week for a semester. California's Title V code, section 55002, also defines student credit in this way.

While the length of a semester may vary, the Carnegie definition is based upon a minimum length of 16 weeks, however 18 weeks is the typical multiplier used in the Los Rios Community College District. Thus, a unit of credit equates to three hours of student work per week (1 hour lecture plus 2 hours of homework or 3 hours of lab) for 18 weeks. In certain circumstances, it is possible to have more hours, but not less. The CRC College Catalog lists the total class hours required per semester.

Lecture Classes

For a lecture class, one unit is considered to be one hour of lecture class time and two hours per week of homework. For the typical three-unit class, a student spends three hours per week in class and should do six hours per week of homework. The total semester hours are calculated by multiplying the weekly hours by 18.

Example: 3 hours per week lecture + 6 outside homework hours per week=9 total hours per week.
 9 total hours per week x 18 weeks in the semester= 162 hours over the course of the semester.
 162 total semester hours/54 (1 unit = 48-54 hours based on an 18 week semester)
= 3 units of credit for the course.

Laboratory Classes

For a laboratory class, the hours per week are considered to be all in class with no required outside assignments (this does not mean that labs cannot give homework—it is just expected that a majority of the course requirements for a lab are completed during the in class lab time). Thus, one unit is three hours per week of laboratory time.

Example: 3 hours per week for lab + 0 outside homework hours per week = 3 total hours per week.
 3 total hours per week x 18 weeks in the semester = 54 hours over the course of the semester.
 54 total semester hours/54 (1 unit= 48-54 hours based on an 18 week semester)
= 1 unit of credit for the course

Short Courses

Short courses are prorated so they contain the same number of hours as if the course were scheduled for a full semester. To maintain the integrity of the instructional program, care must be taken when scheduling short courses so that there is adequate time for students to complete homework assignments or by arrangement laboratory assignments.

Credit Hour Calculation Chart

Course Type	Unit Value	Lecture Hours per		Lab Hours per		Homework Hours per	
		Wk	Sem	Wk	Sem	Wk	Sem
LECTURE ONLY COURSES; HOMEWORK REQUIRED							
Lecture	1 unit	1	18			2	36
Lecture	2 units	2	36			4	72
Lecture	3 units	3	54			6	108
Lecture	4 units	4	72			8	144
LABORATORY ONLY COURSES; NO HOMEWORK OR OTHER OUTSIDE WORK REQUIRED							
Lab	1 unit			3	54		
Lab	0.5 units			1.5	27		

* There are different rules and guidelines for different situations, such as athletics and work experience. Contact the curriculum chair for assistance in calculating the appropriate credit hours. *

** If your calculation returns a value that is not a whole number, here are the rounding rules supported by the Chancellor's Office: if .2 or below = round down to the next whole number, if .3 or higher, round up to the next half (.5). For example, if the unit calculation came out to 3.15 units, then we would round down to 3 units (remember, it is okay to have more hours per unit). However, if the unit calculation came out to 3.41, then we would round up to 3.5 units. **

5. **Course repetition and repeatability:**

There have been major recent legal changes to how many times a student can repeat a course and how many times a student can attempt a course. Each will be addressed below.

From the CRC 2013-2014 Catalog:

A. **Course Repetition to clear a substandard grade:**

A course may be taken once and repeated up to 2 additional times (for a total of 3 attempts per student in a district) in which a grade of D, F, NC, NP or W was earned. Courses taken, earning a grade of C or better cannot be repeated.

B. **Repeatability:** Certain specialized courses that have been designated as "repeatable" by the State Chancellor's Office can be repeated by students even if a grade of C or better was earned. Courses that are repeatable are identified in the course description, and meet the following criteria:

- a. Transfer level courses that may be taken more than once to meet the major requirement for transfer to a CSU campus or to other universities with a similar transfer requirement.
- b. Variable unit courses that are open entry/open exit such as a math, reading, and writing laboratory courses; these courses may be repeated up to the total maximum units allowed.
- c. Work Experience courses which can be taken again when there is a new or expanded learning on the job for a maximum of 16 units.
- d. Interscholastic sports and their related conditioning courses may be repeated to meet requirements for CCCCAA eligibility.
- e. Intercollegiate academic or vocational competition courses with the primary purpose to prepare students for competition.

There are further limitations on courses defined as an “Active Participatory courses”. Active Participatory courses are those courses where individual study or group assignments are the basic means by which learning objective are obtained. These include kinesiology active participation courses (PE) as well as visual and performing arts active participatory courses (theatre arts, music and art). Some courses in these categories are related in content (i.e. swimming) and have been placed in families of courses (or courses with related content). Each family of courses allows for skill development beyond an introductory level.

Students are limited to taking a maximum of four courses in any one family across all four Los Rios colleges, regardless of how many courses there are; sometimes a family of courses may include more than four. For example, the Modern Dance Technique family of courses across the four Los Rios colleges includes five courses – DANCE 330 through DANCE 334 (Modern Dance I, II, III, IV, and V).

Lastly, if a student earns a substandard grade (a notation of D, F, NC, NP or W) in any course within a family, the sub-standard grade counts as one of the four course limitations in the family. The list of families of courses is available in the Admissions and Records Office at each college.

Note- If your program has not yet had a discussion about families of courses, or active participatory course repetition, it is very likely that you are not affected by these new regulations. The only regulation you must follow is that students are not allowed to take your course (and receive a grade of C or better) more than once.

Main Components of a Course Outline of Record

Course Description: The description appears in the Catalog and Class Schedule. This should be a brief description that accurately reflects the content of the course. Full sentences and correct grammar

and spelling is a must in this section. Courses that are cross-listed or identified as same-as should have the same course description.

Explanation: This statement explains the purpose of the current proposal, not the overall need of the course or program. This section is especially important if the course is being deleted. See Section on deleting a course for more information.

Learning Outcomes and Objectives: The learning outcomes are an important component of the course syllabus (we are required to include them) and for assessment purposes. Learning outcomes and objectives need to be measurable. It is recommended that you have at least one objective for at least one of your courses' outcomes. Courses should have at least 2 outcomes.

Course Topics: This is a list of the topics (and allocated time) covered in your class.

Instructional Delivery Methods: This is a list of all of the modalities that are approved for this course. Default modality is "in-person." You can choose to add modalities, such as online or hybrid. See the section on Adding Distance Education for more assistance on adding modalities.

Instructional Methods/Typical Homework Assignments/Evaluation and Assessment Methods: In these areas you identify the methods, typical homework and evaluative measures typically used in this course. The information in these three sections needs to clearly tie to the course's objectives and outcomes. While specifically referencing the course outcomes and objectives, the aim should be general in nature, so the methodology, assignments and evaluative measures are not proscriptive to all who teach this course. For example, writing that, "Students will turn in a 10 page research paper" implies that all students enrolled in this course, regardless of instructor will complete this task. As an alternative, you could say, "Students may turn in a 10 page research paper," which gives some flexibility to the instructor to choose other assignments than this 10 page research paper to assign.

Textbooks: List representative texts for the course. The UC and C-ID (a state group) requires that textbooks have a publication date that is more recent than 5-6 years ago. Please alert the curriculum committee if you use a text that is outside of this 5-6 year window. The Curriculum Committee will likely ask you if it is a classic text used in most instances when this course is taught.

Prerequisites and Advisories: What preparatory courses should students have completed in order to be successful in this course? Is it mandatory that they have completed the course prior to enrollment (which would be listed as a prerequisite) or is it merely advised (this would be listed as an Advisory)? Is it mandatory that the students complete a course at the same time as this course (this would be listed as a Co-Requisite). See the section on Adding Requisites for more assistance on this topic.

Need/Purpose Statement: This section concerns the overall need of the course or program, and its relationship to our transfer institutions, degrees and certificates.

Feasibility: If you are proposing a new course or substantially revising an existing course, it is mandatory that you complete this section, which asks you to think about and describe any impact to

other courses and programs at CRC and across the district. This section also asks about facilities, materials and staffing impacts by this proposal. This section does not have to be completed for routine revisions.

Articulation: This is the section that lists what articulation has been requested for this course (i.e. CSU transfer, CSU GE, IGETC, C-ID, etc.) and the outcome. Please contact the articulation officer for assistance in choosing appropriate articulation requests.

SAM and TOP codes:

SAM codes: SAM codes assist the college in tracking Occupational course enrollment. Below are the designations from which you can choose. If you are unsure about how your course should be coded, please contact the AVPI.

Priority "A": Apprenticeship

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

Priority "B": Advanced Occupational

Priority "B" courses are those taken by students in the advanced stages of their occupational programs. A "B" course is offered in one specific occupational area only and clearly labels its taker as a major in this area. Priority letter "B" should be assigned sparingly; in most cases no more than two courses in any one program should be labeled "B." Each "B" level course must have a "C" level prerequisite in the same program area. An example is CONST 143: Photovoltaic Systems.

Priority "C": Clearly Occupational

Priority "C" courses will generally be taken by students in the middle stages of their programs and should be of a level of difficulty sufficient to detract "drop-ins." A "C" level course may be offered in several occupational programs within a broad area such as business or agriculture. The "C" priority, however, should also be used for courses within a specific program area when the criteria for "B" classification are not met. A "C" level course should provide the student with entry-level job skills. An example is ACCT 101: Fundamentals of College Accounting.

Priority "D": Possibly Occupational

"D" courses are those taken by students in the beginning stages of their occupational programs. The "D" priority can also be used for service (or survey) courses for other occupational programs. An example is RTFV 302: Introduction to Digital Media.

Priority "E": Non-Occupational

"E" courses are non-occupational, and includes transfer and basic skills courses. An example is ARTH 300: Introduction to Art.

TOP Codes: The Taxonomy of Programs (TOP) is a system of numerical codes used at the state level to collect and report information on programs and courses, in different colleges throughout the state that have similar outcomes. Each course will have a numerical code assigned to it, based on its content, for example 0116.00 is the TOP code used for all courses covering Agricultural Power Equipment Technology. Please refer to the publication from the Chancellor's Office

http://extranet.cccco.edu/Portals/1/AA/BasicSkills/TopTax6_rev0909.pdf when trying to find a particular TOP code, or you can ask the AVPI for assistance in determining the TOP code.

Adding Distance Education

Distance Education vs. Correspondence Education

Important Reminders to consider before adding Distance Education Modalities to your course outline:

Distance education is defined by the Code of Federal Regulations, Title 34, and Education §602 as:

Education that uses one or more of the technologies listed in paragraphs (1) through (4) of this definition to deliver instruction to students who are separated from the instructor and to support *regular and substantive interaction between the students and the instructor*, either synchronously or asynchronously. The technologies may include:

1. The internet;
2. One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
3. Audio conferencing; or
4. Video cassettes, DVDs, and CDROMs, if the cassettes, DVDs, or CD ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3) of this definition

The ACCJC defines distance education as:

A formal interaction which uses one or more technologies to deliver instruction to students who are separated from the instructor and which *support regular and substantive interaction* between the student and instructor...

Both of these definitions are very different than correspondence education, which is loosely defined as:

A correspondence course provides instructional materials by mail or electronic transmission, including examinations and materials. Interaction between the instructor and the students is limited, is not regular and substantive, and is primarily initiated by the student. These courses are usually self-paced.

The reason this is important is because the government will not pay for correspondence courses, only distance education courses. The definitions of regular and effective contact are being written into Los Rios Board Policy, and will be disseminated when approved. Additionally, each campus is developing

their own guidelines pertaining to regular and effective contact for distance education. Curriculum, in conjunction with Distance Education and Information Technology (DEIT) committee have developed these guidelines.

Definitions of Distance Education Modalities

While traditional distance education modalities are usually broken down in the following ways, Los Rios acknowledges that the modalities of distance education are overlapping, and to say that a DE courses utilizes only one modality is often incorrect. In SOCRATES, curriculum developers will choose if their course is distance education (utilizing any of the methods below) or not.

Internet/online -instruction occurs completely online, exams and assessments may occur online or on campus, orientation may occur online or on campus.

Hybrid (internet/online) -Instruction occurs both online and on campus. Exams and assessments may occur online or on campus, and orientation may occur online or on campus. Usually instruction is split 50-50 (50% occurring online, and 50% occurring on campus)

Interactive Television -Instruction occurs on campus -in the television studio in the Library building, and students may be in the classroom or watching the broadcast live from home (via a local cable connection or streaming from the CRC website. Exams, assessments and orientations may occur online or on campus.

Important Consideration when adding or revising DE modalities:

- DE sections will be reviewed each time the course is checked out and sent through the curriculum process (even if the DE sections were not modified).
- Approval for DE modality will be separate from the approval of the course, like requisite approval. However, a course will typically not progress from a 2nd Reading status to the next status until the DE sections are approved.
- Do not indicate specific programs (such as D2L or Desire2Learn) or components (dropbox), just in case our course management system changes. The suggested language to use is “course management system”.
- SOCRATES course outlines are public documents used by other faculty who are teaching the course as well as others that are reviewing the course for reasons such as a course equivalency, articulation agreements, etc.
- Some courses may not be appropriate for DE format (such as Oral Communications classes). If you have any questions about the appropriateness of DE for a course, please confer with your discipline colleagues, Curriculum Chair, DE subcommittee chair or the Articulation Officer.
- Whatever the mode of instruction, the course goals should be equivalent. For example, the final exam/assessment should be equal in length and scope for all modalities.
- If there is a component included in one modality, it should be included in all modalities (in some form). This includes homework, quizzes, individual or proctored exam/assessments, class participation, group work, etc.

- For classes typically taught via a distance education modality, or as “web-enhanced” or “flipped”, the committee suggests adding a statement to the course description, such as “Access to a computer may be required to complete portions of the course or to submit coursework.”
- Typical in class activities can be adapted for distance education:
 - Group work can be done on discussion boards, chat rooms, e-mail and course assignments.
 - Class discussion can be done on discussion boards, chat rooms and email.
 - Demonstrations can be filmed through Media Services and included as a DVD made available through the bookstore, or uploaded online as part of the course’s content. Some publishers offer a variety of demonstrations through their website.
 - Guest speakers may be filmed during a regular class session and added to a class DVD, available at the bookstore, or uploaded as a part of the course’s content.
 - Hands-on work could be completed through CCC Confer application sharing or other web-based solutions.

Components of the course outline for Distance Education:

- Course Topics (typically Section 5): Exams, assessments and the final exam/assessment should be included in the distribution of the course topic hours. This section is completed regardless of the modality in which the course is taught.
- Instructional Methods and In-class activities (usually Section 6): Describe what instruction methods and in class activities might be used during instruction. Faculty developers who are requesting DE approval will need to mention what types of methods might be employed in the DE classroom. For example,
 - “class discussion” might be modified to “class discussion utilizing discussion boards”
 - “lecture” might be modified to “lecture materials posted to the online course management system,” or “videos posted online”
- Typical Homework Assignments (usually Section 7): Describe the typical types of assignments students complete in this course. Be sure to indicate how assignments will be submitted, such as “Assignments may be submitted in person, via email, or through the course management system.”
- Evaluation Methods (usually Section 8): Describe the typical types of evaluation methods used in the course. Remember, that regardless of the modality, modalities should have equivalent evaluation methods. Be sure to include how exams will be administered (i.e. in person with identification verification, utilizing the course management system, etc)
- Delivery Modality: Faculty developers will select if their course may be taught using a distance education modality (in-person modality is the default selection). If faculty select distance education modality, then additional DE screens will follow
 - Distance Education Maximum Percentage: developers will select the maximum percentage that their course may be offered via DE modalities. For example, if 50% is selected, then only 50% of the course may be scheduled via DE, and this would roughly correlate to a traditional hybrid course. If 100% is selected, then this course is eligible to

- be taught completely online, as well as other distance education modalities (such as a 50% hybrid, etc.).
- Distance Education Format: In this screen, developers will indicate how they envision the course allocation of hours, in regards to distance education to be. For example, faculty may indicate that the course may be offered as a 50% online, and 50% face to face (traditional hybrid), or that 1/3 of the course will be offered via online instruction, 1/3 be offered via interactive television, and 1/3 will be offered as face to face. Additionally, if a department wants all DE classes to have in person assessments, or in person orientations, it should be listed on this screen.
 - Regular and Effective Contact: Any course that has selected distance education as a potential modality will have the following inserted into their course outline:

The distance education portion of this course shall include regular substantive and effective faculty-initiated contact with students.

While SOCRATES is not asking the faculty to describe the regular and effective contact that is taking place in their course, it should be noted that faculty must consider how they will be interacting with their student, in regular and effective ways for both distance education and face to face courses. The Curriculum Committee, along with DEIT, have developed guidelines to assist faculty in thinking about faculty initiated regular and effective contact. We recommend that faculty teaching distance education courses seek to have a minimum of at least the same number of contacts with distance education students that they have with their face to face students each week (i.e. for a course that meets twice per week, we would recommend a minimum of 2 contacts per week with student). There are many ways to have faculty initiated regular and effective contact with students, and you can find a suggested list of activities with the Regular and Effective Guidelines. An example of activities include: faculty replying to students posting on the course discussion boards, holding an online chat, posting a news item to the class, sending an email to the entire class, etc.

Requesting GE or Multicultural Approval at CRC

The GE Areas:

Area I Humanities: Courses that fulfill this area are those which study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course should 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 an aesthetic understanding and an ability to make value judgments. This category includes introductory or integrative courses in the arts, foreign languages, literature, philosophy, religion, and related disciplines.

Area II a and b - Languages and Rationality: There are two sub-categories **English Composition (a)**

Courses fulfilling this requirement should include both expository and argumentative writing;

Communication and Analytical Thinking (b) Courses fulfilling this requirement include oral and written communication. There are two subcategories in this area: **Analytical Thinking (b)** – A course fulfilling this requirement would be found in such disciplines as English, Philosophy, Computer Information Systems, and related disciplines, and **Quantitative Reasoning (b)** – Courses fulfilling this requirement are quantitative reasoning courses, such as those taught in Mathematics or Statistics (e.g., MATH, STAT, PSYC 330).

Area III - Living Skills: There are two sub-categories **Physical Education (a)** and **Life Development (b)**

(a): Courses that fulfill this sub-category are physical education activity courses (with ADAPT, DANCE, FITNS, KINES, PACT, SPORT, or TMACT designators). Adapted physical education courses are available for students with documented physical disabilities;

Life Development (b): Courses that fulfill this sub-category may be selected from a number of different disciplines that help students to acquire skills and knowledge to understand themselves as whole persons (integral to their environment). This category includes courses that develop and maintain personal, social, physical and emotional well-being. It is the intent that this area includes such courses as health education, human sexuality, marriage and family, nutrition, and personal adjustment.

Area IV - Natural Sciences: Courses that fulfill this area are those which examine the physical universe, its life forms and its natural phenomena. To satisfy the general education requirement in natural sciences, a course should help the student develop an appreciation and understanding of the scientific method, and encourage an understanding of the relationships between science and other human activities. This area includes introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, physical geography, physical anthropology, physics and other scientific disciplines.

Area V - Social and Behavioral Sciences: Social and Behavioral Sciences – There are two sub-categories, **American Institutions (a)**, and **Other Social and Behavioral Sciences (b)**.

American Institutions (a) Courses that fulfill this area are those which focus on the historical development of American institutions and ideals, the operation of representative democratic government under the Constitution of the United States, and the principles of state and local government established under the Constitution of this State. To satisfy the general education requirement in American Institutions, a course should help the student develop an appreciation and understanding of the basic institutions, ideals, knowledge, and skills necessary for intelligent and loyal citizenship. It should stimulate critical thinking, problem solving, and literacy skills in regard to American historical, political, governmental, economic, social, and intellectual issues as they relate to both domestic and foreign affairs. This category includes introductory or

integrative survey courses in history and political science which qualify under the guidelines of either "i" or "ii" provided in the following section.

i - Any course which addresses the historical development of American Institutions and ideals, inclusive of the following:

1. Significant events occurring in the entire area now included in the United States of America, including the relationships of regions within that area and with external regions and powers as appropriate to the understanding of those events within the United States during the period under study.
2. The role of major ethnic and social groups in such events and the contexts in which the events have occurred.
3. The events presented within a framework which illustrates the continuity of the American experience and its derivation from other cultures including consideration of three or more of the following: politics, economics, social movements, and geography.

ii - Any course which addresses the U.S. Constitution, representative democratic government operation, and the process of California State and local government, inclusive of the following:

1. The political philosophies of the framers of the Constitution and the nature and operation of United States political institutions and processes under that Constitution as amended and interpreted.
2. The rights and obligations of citizens in the political system established under the Constitution.
3. The Constitution of the State of California within the framework of evolution of Federal-State relations and the nature and processes of State and local government under that Constitution.
4. Contemporary relationships of State and local government with the Federal government, the resolution of conflicts and the establishment of cooperative processes under the constitutions of both the State and nation, and the political processes involved.

Other Social and Behavioral Sciences (b) – Courses that fulfill this area are those which focus on people as members of society. To satisfy the general education requirement in social and behavioral sciences, a course should help the student develop an awareness of the method of inquiry used by the social and behavioral sciences. It should 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 anthropology, economics, history, political science, psychology, sociology and related disciplines, exclusive of those which fulfill the American Institutions requirement.

Area VI - Ethnic/Multicultural Studies: Courses that fulfill the Ethnic/Multicultural Studies Requirements for the Associate degree focus on the distinctive subcultures of the United States or the culture of

another non-Western society. Courses that fulfill this requirement must meet the four criteria described below:

- Significant and substantial portions of the course deal with multicultural matters.
- The course examines significant aspects of the culture, contributions and social experiences of underrepresented ethnic or racial groups in the U.S. or in the history and multicultural traditions of non-Western societies.
- The course compares two or more social groups, one of which may be European Americans.
- The course includes an analysis of the concepts of ethnicity, ethnocentrism, and racism, and how these concepts shape and explain ethnic experience.

When requesting GE or Ethnic/Multicultural Studies approval at CRC, please complete the following steps:

- Before making any General Education requests in SOCRATES, first review the criteria for approval for each area you wish to request (the Checklists available on the Curriculum Committee's website contain the criteria). Once you have completed the review, use SOCRATES to make the requests. After you have completed your requests and your course is complete (new or revision) "launch" the course outline proposal and have the Department Chair (or Discipline Faculty Contact) "sign off" with approval on the course outline proposal. The course outline proposal will then be reviewed by the Technical Review Subcommittee, after which the Curriculum Chair or Articulation Officer will refer the course to the General Education Subcommittee to review the request(s) and make a recommendation to the Curriculum Committee.
- Complete the checklist, available on the Curriculum Committee's website. For the General Education Area(s) you are requesting, carefully consider how the course student learning outcomes (SLO/OBJECTIVES) meet the criteria listed. If you have questions regarding any GE Area, please contact the Articulation Officer, the Curriculum Chair, and/or the GE Subcommittee Chair.
- When completing the checklist(s), please be sure to address the requirements – some GE areas require that courses meet ALL of the requirements.
- You must provide at least one Student Learning Outcome from your course as rationale for each of the learning outcomes or criteria on the checklist. The Curriculum Committee suggests that you copy and paste the appropriate SLO into the checklist form.
- Send the completed checklist (electronically or printed – electronically is preferred) to the CRC Curriculum Chair and the GE Subcommittee Chair. Please note: until the completed checklist(s) is/are received by the GE Subcommittee Chair, no action will be taken on GE or Ethnic/Multicultural Studies requests.

Adding Requisites

Types of Requisites:

Prerequisite: adding a required course (or set of courses) that **MUST** be completed before the course you are proposing is attempted

Co-requisite: adding a required course that **MUST** be taken at the same time or prior to the course you are proposing.

Advisory: adding a strong recommendation of a course (or courses) that **SHOULD** be taken concurrent with or prior to enrollment in the course you are proposing.

Important Considerations concerning Requisites:

- The Curriculum Committee will determine if the proposed prerequisite, co-requisite, or advisory is necessary and appropriate and does not pose an unnecessary obstacle to achievement of student goals. If there are no concerns, the Curriculum Committee will approve the requisite. This action or approval for a requisite must be separate from the approval of the course. However, a course will typically not progress from a 2nd Reading status to the next status until the Requisite section is approved. The Curriculum Committee can reach a consensus to move the course separately, but such is an exception that should consist of unique circumstances. Circumstances for separate approval after catalog status typically involve articulation requirements for a change in a requisite, or response to advisory groups requests pertinent to the course and the industry/field, or an enrollment limitation change, etc.
- Prerequisites or co-requisites that require data collection and analysis will be conditionally approved for two years via the above process. The content analysis must comply with the standards set by the State Academic Senate and Title 5 requirements. While most requisites can be justified through content review, disproportionate impact data still needs to be collected. In certain cases, data collection can occur prior to the inclusion of out of discipline prerequisites, using the Research Office's "Prereq-o-matic" data analyzer. The curriculum chair will contact you if your course is a good candidate for exploratory data collection.
- Requisites are subject to periodic review as follows: Entrance skills will be reviewed each time the course outline is reviewed. Prerequisite and/or co-requisite validation (documented content review or university equivalencies) will be verified by department faculty and reviewed by the curriculum committee every six years. Prerequisite and/or co-requisite validations that are not verified and reviewed should be reduced to advisory status by action of the curriculum committee in time to meet the catalog deadline for the next academic year.
- Requisites for offerings under the heading "Special Topics in" or "Experimental Offering in" represent a special case since these courses do not fulfill degree or certificate requirements and are only be offered a limited number of times under the umbrella heading. Advisories for these special offerings do not require content review or separate approval and come to the curriculum committee

as information only. Prerequisites and co-requisites for these special offerings do not require a separate approval by the department. But while special offerings usually come to the curriculum committee for information only, those with prerequisites or co-requisites must have their prerequisites approved by action of the curriculum committee. Content review and validation documents are not required for this approval.

How to complete the Requisite Section of the Course Outline:

1. Within the Requisite section on the proposal of the course revision, each prerequisite must be identified by the Student Learning Outcome (SLO) and/or course objectives of the prerequisite course that are the “exit” skills [from the prerequisite course] that are deemed necessary for the student to have acquired to successfully complete the target course. Advisories will be considered legally validated upon proper completion of this first step.
2. The Requisite section on the proposal of the course revision must provide a content review in the form of “entrance skills” that a student should have upon entering a course that are to be acquired per a requisite course. These “entrance skills” must be established for the target course in the form of a “rationale” paragraph. For a “prerequisite,” the statement is indicated in this format: “Upon entering this course, the student should be able to...” For a “co-requisite,” the statement is indicated in this format: “Concurrent with this course, the student should be able to...”
3. Following the statement, the “entrance skills” should be enumerated and stated. Following the listing of the entrance skills, there must be a paragraph that provides a rationale explaining how exit skills of the requisite course align with the entrance skills of the target course. The rationale demonstrates a reasonable alignment and explanation as to how the requisite course(s) provides the skills necessary for a student to successfully complete the target course.
4. At the end of the paragraph, identify the type of prerequisite course by one of these types of requisites per the classification provided within Title 5:
 - A “**sequential**” prerequisite – a course structured with skills to lead into the target course. The exit skills of the requisite course align with the entrance skills of the target course.
 - A “**standard**” prerequisite – identifies requisites that are the standard requisite at UC or CSU. The UC or CSU requires the requisite course(s) as prerequisites to the university’s course; for example, a science course that requires that students meet a prerequisite of a chemistry course. For a standard prerequisite, a rationale paragraph should identify the three universities (CRC’s best practice) by the course titles and catalog dates of those institutions and explain that they are equivalent to the prerequisite course identified at CRC.
 - A “**health/safety**” prerequisite – a course which provides students with health and safety skills or knowledge required in the target course. A requisite course is necessary because it provides the training for a student to be healthy or safe for the target course and for the health and safety of others in the course. For example, a student must complete a course in Welding that provides training for safety using welding equipment so that the student can operate safely in the target course, or a course in childhood education in which a college student learns the legal

requirements for daycare so that the college student is safely trained when learning in the daycare setting in the target course.

****Examples of prerequisite validation documentation can be requested from the curriculum committee.****

5. Per these requirements, the Requisite Subcommittee of the Curriculum Committee reviews a course proposal for a requisite for the information provided based on the type of requisite and the criteria identified in 1-4 above, namely:
 - a. The requisite course is identified and provides the “exit skills” of that requisite course that are pertinent to the target course.
 - b. The course revision must provide a content review in the form of “entrance skills” that a student should have upon entering a course that are to be acquired per a requisite course. These “entrance skills” must be enumerated and established for the target course in the form of a “rationale” paragraph.
 - c. The “rationale” paragraph explains how exit skills of the requisite course align with the entrance skills of the target course; such that the skills are necessary for a student to successfully complete the target course.
 - d. At the end of the paragraph, one of the types of requisite are identified: sequential, standard, or health/safety.

6. Once the Requisite section and proposal meet the requirements for prerequisite request, and/or validation, the prerequisite subcommittee makes a recommendation for approval per a “consent agenda” to the Curriculum Committee.

Curriculum Style Guide

For Course Outlines of Record:

1. Course Title
 - Capitalize the first word of the title and all important words thereafter (for example: “The Child, the Family and the Community” or “Cultural Foods of the World”)
 - Choose a title that describes the course content but is succinct (for example: “Disease” is too general, but “Common Adult Diseases” is much more appropriate)
 - Spell out abbreviations and symbols (for example: “Polymerase Chain Reaction (PCR) Methods” not “PCR Methods” or “Socialism versus Communism” not “Socialism vs. Communism”)
 - Indicate Sequence Information using one of the following methods:
 - Roman numerals after the title (such as a Calculus I, Calculus II, etc.)
 - Sequence Words (such as Beginning Keyboarding Skills, Intermediate Keyboarding Skills, Advanced Keyboarding Skills)
 - The word Part followed by an Arabic numerals (such as Mathematics for DC Circuit Fundamentals, Part 1)

2. Short title for Transcripts

- If the course title is 30 characters or fewer, keep the short title the same as the course title.
- If the course title exceeds 30 characters, use industry or discipline specific abbreviations to derive a short title fewer than 30 characters. (for example “Computer-Aided Design and Drafting (CADD) Techniques” would become “CADD Techniques”)
- Drop unimportant words and punctuations (for example “The Child, the Family and the Community” would become “Child Family Community”)
- Save space by using common abbreviations such as intro for introduction or introductory, adv for advanced, 7th for seventh, US for United States, CA for California, etc. (for example “California Real Estate Principles” would become “CA Real Estate Principles”)
- Shorten title words by truncating after major syllables (i.e. Recreation becomes Rec) or removing vowels (i.e. Relations becomes Rltns) (for example “Introduction to Psychology of Human Relations” would become “Intro Psych of Human Rltns”)

3. Explanation Statement

- For deletions, the best need/purpose statements indicate why the course is being deleted, from a programmatic perspective, such as “This course is being deleted because the course is no longer needed, as course topics are covered in other courses, such as...”
- For revisions or new courses, indicate briefly what changes to the previous course outline have been made, such as “Revised the textbooks and added a prerequisite.”

4. Course Description

- Assume that the course description reader is unfamiliar with your discipline or has only a cursory knowledge of your discipline. Do not assume that the reader is familiar with the specialized vocabulary of your discipline.
- Focus on the content of the course, not the methods of instruction or evaluation.
- Avoid using marketing language in the course description. There is no need to “sell” the course on the idea or need for the course.
- Use complete sentences.
- Use the present tense.
- Avoid repetitive phrases.
- Avoid first or second person narrative styles. Do not write catalog descriptions as a joint activity between the professor and the student or as a set of directions to the students.
- In most cases, use the word “course” rather than “class” in course descriptions. The distinction is one of generality, where a class is a specific instance of a course. For example, the Political Science department has one International Relations course, but it offer five classes per semester of the course. The catalog lists course descriptions. SOCRATES contains all course outlines, but students go online to look at a current list of classes. The following usage of class is correct: “Class sessions consist of warm-ups, center dances and cultural vocabulary.”
- Spell out acronyms and abbreviations the first time they are used in the description.

- Avoid “Training includes GMAW and FCAW on heavy plate.”
 - Better “Training includes Gas Metallic Arc Welding (GMAW) and Flux-Cored Arc Welding (FCAW) on heavy plate.”
5. Student Learning Outcomes/Objectives
- Learning outcomes complete the following prompt “Upon completion of this course, the student will be able to”. It is unnecessary to repeat any part of that phrase at the beginning of your outcome.
 - Use the following format: SLO + number and then list your outcome. (i.e. SLO 2: Identify the location of all the major Native American tribes in California.)
 - When writing the Student Learning Outcomes and Objectives, they should align with the Course Description as well as the Course Topics.
 - Learning outcomes should be measurable and demonstrable. The CRC Curriculum Committee and virtually every curriculum committee in the state recommends Bloom’s Taxonomy verbs to ensure that learning outcomes are both measurable and involve critical thinking. For transfer-level courses (numbered 300 or higher), the majority of outcomes should begin with verbs from the Evaluation, Synthesis and Analysis areas of the chart below.
 - The verb “understand” is not measurable or demonstrable. Choose another verb.
 - Be specific about what students should be able to do at the completion of the course (for example “demonstrate mastery of the skills studied” is too general. “Compose and deliver public presentations on socially significant and intellectually challenging topics” is more appropriate.
 - Be concise.
 - Maintain a neutral viewpoint. Avoid the perception of political or ideological bias.

From Fresno State – Bloom’s Taxonomy Action Verbs

<http://www.fresnostate.edu/academics/oie/documents/assessments/Blooms%20Level.pdf>

6. Course Topics
- Describe the topics covered in hours. While an instructor does not need to follow the order of these topics, the content listed in this section must be covered in all sections of this course. Some topics may be listed as optional, or variations mentioned, but these need to be specified.
 - Make sure the course topics are aligned with the Student Learning Outcomes and the Course Description.
 - Describe topics rather than simply listing a subject or title, (for example, “Fractions” in a math course is too general. Please describe how fractions will be covered in this section—i.e. how to multiply fractions, finding the lowest common denominator, etc.)
 - If course consists of both lecture and lab hours, the lecture and lab hours must EACH be described clearly. This is especially important for science courses, because the UC’s want to see the topics/experiments/exercises covered in the lab specified separately from topics covered in lecture.

- Review and exam/assessment time should be included in this section as well. This helps clarify the amount of time that is typically spent on review and exams/assessments.
 - If field trips use class time, then they should also be included in the course topics.
7. Instruction Methods
- Please include enough description that the outside reader would get a sense of the course's level of rigor.
 - Avoid simple laundry lists.
 - Use complete sentences.
 - Tie instruction methods to course outcomes and objectives.
8. Homework Assignments
- There should be clear connections between assignments and course objectives (an example of a typical course assignment might be the easiest way to convey this connection).
 - "Students must..." or "Students will..." indicate that all students in every section will complete this assignment. To provide more flexibility, use "Students may..."
 - Use complete sentences.
 - Make the description general enough to allow for instructor flexibility in assignments, unless the department or program has a specific assignment that all students must complete (i.e. in ANTH 301, all students must complete a zoo observation. In this case, this section would be worded as "Students are required to complete a zoo observation assignment.")
9. Evaluation and Assessment Methods
- This section answers the question: upon what activities or products is a student's grade based?
 - Be descriptive and try to be inclusive of multiple pedagogies.
 - "Students must..." or "Students will..." indicate that all students in every section will be evaluated in the way listed. To provide more flexibility, use "Students may..."
 - Use "participation" not attendance, since legally we cannot use attendance as part of the student's grade.
10. Textbooks
- Provide a representative list of textbooks to give discipline colleagues and outside reviewers a sense of the content and level of rigor in this course.
 - SOCRATES will prompt the faculty developer to enter textbook identification information in clearly labeled fields, such as Title, Author, Publisher, City, Edition, Year and ISBN. On course outlines, this information is displayed in a preformatted style that approximates APA (American Psychological Association) style.
 - List author's last name first, followed by first initial (i.e. Marvin Lee Spetch would be listed as Spetch, M.L.).
 - For edited books, write (Ed.) or (Eds.) after the last author's name.
 - Locally developed materials are very common. If your course uses locally created resources, please list the authoring professors as the authors, and fill in as much

information given the standard textbook form you can (i.e. title, etc.). If handouts and materials are assembled from various sources, and it is not possible to identify specific authors, write a complete specific description of the handouts and materials in the Title field and leave the other fields blank.

- Enter the name of the company that published the book.
- For U.S. publishers, give the city and state abbreviation; for publishers outside the U.S., list the city and country. Well known world cities such as New York, San Francisco, Paris and London can be listed without their published within the last five years.

Program Guidelines and Style Guide

1. As per accreditation standards, each degree or certificate must have a set of observable student learning outcomes (or program student leaning outcomes- PSLOs). Outcomes are collectively decided upon by the faculty in the program, and once approved, it is the responsibility of the faculty teaching courses within the program to measure their effectiveness and help their students achieve the stated outcomes. For assistance in writing Program Student Learning Outcomes, be sure to refer to the Curriculum Style Guide (above) on writing Course Student Learning Outcomes and Objectives. The curriculum chair or LODS chairperson can assist as well.
2. The program course list details the courses required for a degree or certificate. Please follow the guidelines below when entering a degree or certificate's course list:
 - Reduce visual "clutter," which helps to make the requirements more understandable
 - Make it easy for readers to find specific courses.
 - Order courses alphabetically by subject designator and numerically within a subject. This should be done with the main course list and with the restricted elective list(s).
 - When creating an "or" course entry (such as BUS 110 or ECON 302 or PHIL 300), the first listed course should be the one that is most closely related to the core content of the program. If all courses are equally related to the core of the content, you can simply alphabetize the list.
 - Use caution when choosing the "or" course entry. Consider replacing the "or" option with "Choose XX units from these courses" or "Choose XX courses from these" options.
 - When creating a complex structure (a course entry that connects to at least three courses with a combination of "and's" and "or's"), make it as simple as possible. You should aim to keep the list as short as possible, preferably with no more than 5 courses listed. Do not be concerned with alphabetical order within the cluster; simplicity of structure overrides all other considerations.
 - If you attempt to create an "or" list or an "and" list, but one of the courses has been deleted, leaving you with only one course, you should delete that category (Choose X courses from, etc.) and re-enter it with only the individual course entry selection.
 - When creating lists of restricted electives, place the lists at the bottom of the entire course list.

- If there is more than one list of restricted electives, order them by size, placing the shortest list first.
- If a program has pre-enrollment or prerequisite courses (which are rare and requires extra justification), these courses should be identified as such by a header title. The header is created in the Suggested Sequence Section of the course list tab. These courses should be listed prior to listing other required courses.
- Use footnotes if no other simple option is available.

VI: Los Rios Standards and Curricular Policies

Thematic Numbering Style Guide:

Colleges in Los Rios use a common numbering system for all courses. This style guide describes the necessary format for choosing an appropriate course identifier.

Some Basic Terminology

Here are a few terms that will be useful for understanding the Los Rios Thematic Numbering System:

Catalog department: Courses at all Los Rios colleges are organized under major headings called “catalog departments.” These are the major headings that are found in the college catalogs. A few examples include English, Mathematics, Chemistry, Legal Assisting, Art and Psychology. Although there is some overlap, catalog departments are not equivalent to academic departments. Catalog departments are simply useful divisions that help students identify courses that they might be interested in. For example, Geography and Geology are separate catalog departments, but at some Los Rios colleges, the Geography and Geology faculty are in one academic department- Earth Science- with one department spokesperson.

Subject designator: Specializations within a catalog department are called subject designators. For example, the catalog department Mathematics contains two subject designators: Mathematics (MATH) and Statistics (STAT); the Music department has four subject designators: Music Fundamentals/History and Literature (MUFHL), Music Instrument/Voice Instruction (MUIVI), Music Performance (MUP) and Music Specializations (MUSM). In many cases, the catalog department will have only one specialization: the Journalism department has Journalism (JOUR) as its sole subject designator.

Subject prefix: A subject prefix is simply an abbreviation for a subject designator. It must consist of five or fewer upper case characters. A space may be used, but no other punctuation or symbol may be used. For example, the subject designator History has prefix “HIST;” Computer Information Science- Programming has prefix “CISP”.

Course number: A course number is a number that follows the subject designator. For example the '20' in MATH 20, the '103' in MATH 103, and the '420' in MATH 420 are examples of course numbers in the Mathematics subject designator.

Course identifier: A subject designator (or prefix) together with a course number produce a unique course identifier. For example, Psychology 300 (or PSYC 300) is the Los Rios course identifier for an introductory, transfer-level course in Psychology. Every course offered by Los Rios colleges is assigned its own course identifier. Using the following guidelines, colleges and district curriculum committees, under the authority of the Academic Senate, are responsible for assigning appropriate course identifiers.

Subject Designator- Each Los Rios course must have a designator selected from the official list of subject designators and prefixes as entered in the SOCRATES Curriculum System. For example, Social Psychology is a course within the Psychology designator (PSYC), and Geography of California is a course within the Geography (GEOG) designator. In many cases, there will be only one choice of designator/prefix for a given course. When there is a choice, the new course should have the same designator/prefix as related courses already in the curriculum. New designators can be created. For more information, contact the curriculum chair.

Course Numbers- To distinguish courses within each subject designator, a number from 1-499 is used. For instance MATH 1, MATH 2....MATH 499 are all valid subject identifiers within the Mathematics designator.

Number ranges- The general type of course; basic skills, college-level non transfer, or transfer is determined by three course number ranges.

Range	Course Type	Example
1-99	Basic Skills and Developmental Courses, not AA/AS degree applicable	ENGWR 21 (Spelling) or MATH 34 (Pre-algebra)
100-299	Degree Applicable, Non-transfer College Level Courses	ENGWR 142 (Writing in the Workplace) or MATH 130 (Intermediate Algebra)
300-499	AA/AS degree applicable, Transfer Level	ENGWR 300 (College Composition) or MATH 410 (Differential Equations)

** These ranges are firm, and no exceptions are allowed. For example, if a non-transferable course becomes transferable, then it must be renumbered between 300-499.**

Thematic Blocks

Within a given subject designator, numbers are organized in thematic blocks of 10. Each course is grouped with related courses in a particular thematic block. An example of a set of thematic blocks is given below for Anthropology:

Anthropology (ANTH)

Block	Description
300-309	Physical Anthropology
310-319	Cultural Anthropology
320-329	Archaeology
330-339	Focus Areas
340-349	Linguistics
370-379	Primatology
390-399	Field Studies in Anthropology
480-489	Honors
490-499	Reserved

Thematic blocks allow for structured growth. New courses proposed within Los Rios are assigned a number in an appropriate thematic block based upon course content. Additional thematic blocks can be added in growing departments by completing the form “Request for a New Thematic Block,” available from the Curriculum Chair, and approved at DCCC and DAS.

Natural Order: To the greatest extent possible, a course’s number should reflect its place in the curriculum sequence. More intensive or rigorous academic offerings should have higher course numbers than less intensive ones. Courses with prerequisites should have higher numbers than their prerequisites. For example MATH 120 (Intermediate Algebra) is a prerequisite for MATH 330 (Trigonometry). It is understood that this principle only makes sense in departments with a sequenced curriculum (e.g. MATH, PHYS, SPAN). In other departments, the number order only reflects grouping into thematic blocks and does not imply any message about intensity or rigor (e.g. DANCE, FITNS, SOC, TA).

Honors Thematic Block: In each subject designator, the 480-499 block of numbers is set aside for honors courses. For example, Philosophy has the following honors courses: PHIL 480 (Classical Philosophy-Honors), PHIL 481 (History of Modern Philosophy-Honors), PHIL 482 (Law, Justice, and Punishment-Honors), etc. All honors courses should be numbered in the 480 block. A cross-listed or “same as” course should also be created in the HONOR designator, which will be created at the same time as creating the honor’s course in the subject designator.

Reserved Thematic Blocks: The 290 and 490 blocks are reserved in each subject designator for Topics, Independent Study, Teaching Assistant, Internship, Work Experience and Experimental Offering courses.

Number and Subject	Definition
294/494: Topics in Subject	A Topics course has a consistent pedagogy as described by a complete course outline of record- but with a few focus

	areas which changes from term to term. This course may be developed in cooperation with industry to meet specialized training needs. In general, the topics discussed in this course are not included in current curriculum offerings. Even if the topic changes, students are not allowed to repeat this course.
295/495: Independent Studies in Subject	An Independent Studies course involves an individual student or small group of students in study, research, or activities beyond the scope of regularly offered courses, pursuant to an agreement among the college, faculty member and student(s). Students are not allowed to take this course more than once. Units are allotted following this formula: 1 unit= 54 hours
297/497: Internship in Subject	An Internship course provides students with a supervised instructional experience in a field setting. Interns generally perform structured activities as a volunteer rather than in a paid position. The exact requirements for an Internship course are governed by California Title 5 regulations and Los Rios Board policy.
298/498: Work Experience in Subject	A Work Experience course allows students to earn college credit by combining volunteer or paid work experience and classroom training. Using their jobs as learning situations, the students join with their employers and the college in establishing learning objectives to be accomplished during the semester. The exact requirements for a Work Experience course, including prerequisites and units-for-hours formulas are governed by California Title 5 regulations and Los Rios Board policy.
299/499: Experimental Offering in Subject	An Experimental Offering is a course that is offered on a trial basis. In general, an experimental offering course is one for which full information on some approval criterion, such as a feasibility or need cannot be determined until the course is actually offered on a trial basis. An Experimental Offering should generally be submitted for approval as a regular course, or discontinued within one year.

If a department needs additional Topics courses beyond 294/494, the numbers 293/493, 292/492 or 291/491 should be used in that order.

The numbers 90, 290 and 490 may be used as placeholder numbers. Students enroll in these courses initially, but then are re-enrolled in a standard course based upon their progress. For example MATH 290 is Individualized Mathematics. Students enroll in the 290 course initially, but based on their progress in an individualized format, they are given credit for MATH 30, MATH 100 or MATH 120.

In departments with significant basic skills offerings, the 90-99 block may be reserved for self-study and tutoring courses. Some departments also offer courses in the 1000 level, such as HCD 1000, Supervised Tutoring.

Modularized Components of an Existing Course: Modularized components of an existing course are designated with the course number of the existing course followed by a decimal, then a number from 1-9. With this type of course, students receive credit for the existing course once they have completed each of its modular components. Each module is treated as a separate course. If the modules are taken out of order, then the decimal number should reflect the order. Successful completion of all of the modules is the same as completing the existing course.

The decimal convention for modularized courses may only be used when an existing course is modularized. This convention should be used only for modules, not as a method for distinguishing courses. The CRC Curriculum Committee discourages the use of this numbering convention.

Course Letter Suffixes Not Used: Previous practice allowed letter suffixes to be appended to course numbers. This convention is not used under Thematic Numbering.

Community Service (designator CSERV): Los Rios is beginning to offer community service classes, differ significantly in scope and purpose from the courses offered by other Los Rios academic departments. These courses are numbered 2000 and above. These courses will not be placed within a department designator, but instead will be housed in a CSERV designator. In addition, there are no thematic blocks within the CSERV designator, and numbers are assigned as the courses are created.

The process of approval of CSERV courses is still being reviewed, but currently new CSERV proposals are sent to the District Academic Senate to address any questions related to feasibility of offering and potential conflicts with for credit courses, minimum qualifications of faculty, etc.

Specifically, District Academic Senate will investigate the following for each proposed CSERV course:

- 1) The program is part of a *Contracted Program* with a public or private agency to offer specialized programs on site or at other convenient locations in such areas as in-service training or classes for credit or non-credit designed to meet the specific needs of industry or agencies.
 - The DAS will be looking for a statement about the benefits or needs which require offering this course as a community service course as opposed to a non-credit/credit offering.
- 2) If not a part of a *Contracted Program* the DAS will be looking to make sure that the proposed community service course is designed for the physical, mental, moral, economic, or civic development of those enrolled (Title 5, Section 55002, d, 2).
 - The DAS will be looking for a statement about the benefits or needs which require offering this course as a community service course as opposed to a non-credit/credit offering.
- 3) The DAS will be looking to make sure that the department/faculty member proposing the community service course has contacted other departments/programs to ensure that:
 - The course does not duplicate a similar for-credit course (at any college in the District).
 - The offering would not compete with another program or department within the college or district.
- 4) The DAS would like to see a statement about the budgeting/resource needs of the community service course:

- Salaries of instructors and related fringe benefits.
- Supplies and equipment.
- Pro rata share (based on usage) of repair and amortization of equipment assigned to other college programs.
- Cost associated with community services publicizing such community service activities, such as advertisements, duplicating costs, and a pro rata share of class schedule costs, if applicable.
- Facility rental fees per established rates per Regulation (R-1412).
- Salaries and related fringe benefits of college community services deans and regular clerical staff involved in community services activities.

Once the District Academic Senate makes a recommendation to proceed with the proposal, the course then goes through the entire Curriculum Process, beginning at Technical Review. This process may change, so before submitting a CSERV course, please contact the curriculum chair.

Important Curriculum Related Acronyms:

ADT: Associate Degree for Transfer

AO: Articulation Officer

AVPI: Associate Vice President of Instruction

C-ID: Course Identification Number System

CCC: California Community Colleges

CCCCO: California Community College
Chancellor's Office

COR: Course Outline of Record

CTE: Career and Technical Education

CSERV: Community Service

DAS: District Academic Senate

DE: Distance Education

DIG: Discipline Input Groups (associated with
development of TMC and ADTs)

DCCC: District Curriculum Coordinating
Committee

FDRG: Faculty Discipline Review Group
(associated with development of TMC and
ADTs)

GE: General Education

IGETC: Intersegmental General Education
Transfer Curriculum

LRCCD: Los Rios Community College District

PPC: Program Placement Council

PrOF: Program Review

SAG: Socrates Advisory Group

SB 440: Senate Bill 440- Update to SB 1440 (see
below). Sets clear guidelines for development
and acceptance of transfer pathways.

SB 1440: Senate Bill 1440- Student
Advancement Achievement Reform (which
mandated collegial development of clear
transfer pathways between CSU and CCC. The
end result was the C-ID system, TMC and ADTs).

SLO: Student Learning Outcome

TMC: Transfer Model Curriculum

TOP: Taxonomy of Programs

VPI: Vice President of Instruction

Works Cited and Additional Information:

Cosumnes River College's Curriculum Handbook, edited in 2009

American River College's Curriculum Handbook by Phil Smith, and updated by Thuan Bui (2013)

Sacramento City College's Curriculum Handbook by Virginia May (2009)

Cabrillo College's Curriculum Handbook

Program and Course Approval Handbook 5th ed. (<http://www.ccccurriculum.net/compliance-2/pcah/>)

"The Course Outline of Record: A Curriculum Reference Guide" (adopted Spring 2008) by The Academic Senate for California Community Colleges

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

Chancellor's Office (<http://www.cccco.edu>)

Accrediting Commission for Community and Junior Colleges (<http://www.accjc.org>)

C-ID (<http://www.c-id.net>)

For their assistance and considerable curriculum related knowledge:

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2013-2014 and 2014-2015 Curriculum Committee Members

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