



Curriculum Handbook 2022 - 2023

TABLE OF CONTENTS

	2
INTRODUCTION	4
CURRICULUM COMMITTEE FUNCTION	4
Overview	4
Charge	5
Membership	7
Meeting Days and Time	7
COMMITTEE MEMBERS ROLES AND RESPONSIBILITIES	7
Committee Chair	7
Curriculum Technical Review Chair	8
Voting Members (Faculty and ASCC Student Rep)	8
Librarian	8
Articulation Officer	8
Curriculum Specialist	8
Division Dean	9
Vice-President of Academic Services	9
THE CURRICULUM PROCESS	9
COURSE OUTLINES OF RECORD (COR)	10
Required Elements of a COR per Title 5 §5Req5002	10
Additional Requirements of a Course Outline Proposal	14
Coding Elements of a Course Outline Proposal	18
Noncredit Category	20
GENERAL EDUCATION, TRANSFER, C-ID.	23
Types of General Education Requests	23
General Education Standards	23
Approving Body	24
CREDIT PROGRAMS	24
Program Types	24
Program Goals	25
Standards	25
Required Elements of a Credit Program Proposal	27
NONCREDIT PROGRAMS	31
Program Types	32
Career Development and College Preparation (CDCP)	32
Requirements for Approval	32
EFFECTIVE DATES	32

THE CURRICULUM REVIEW PROCESS

33

APPENDIX

34

I. INTRODUCTION

Our curriculum is who we are. It reflects the diversity of the disciplines that make up our college community, the myriad pedagogical philosophies we bring to the classroom each day, and the strengths of our education and training. Faculty are vested with the primary responsibility for the development of new courses and programs and the revision of existing courses and programs. The college's course outlines and degree and certificate programs reflect our own academic mission and philosophy. Each outline and program has been rigorously reviewed to ensure it meets the standards set forth in the State Educational Code and Title 5 as well as the standards for excellence that we have established as an educational institution.

Central to the curriculum of the community college is the course outline of record. The course outline serves a number of purposes:

- It forms the basis for a contract among the student, instructor, and institution, identifying the expectations, which will serve as the basis of the student's grade and giving the fundamental required components of the course which the student is guaranteed to receive from the instructor and institution.
- It is a document with defined legal standing, which is read by many more eyes than just those of the instructor and student.
- It assists faculty in presenting their courses in a format, which accurately reflects the quality instruction they are providing.
- It states the content and level of rigor for which students – across all sections of the course – will be held accountable.
- It states the prerequisites students need to advance successfully through a series of courses.
- It communicates to the State Chancellor's office that all of the required components are present in the course to the required degree of rigor as specified in Title 5 and the Program and Course Approval Handbook (PCAH).
- It serves as the basis for transfer or articulation agreements with individual 4-year colleges and universities and with the CSU and UC systems.

Degree programs established by the institution must meet state mandated requirements for general education. Degrees must be submitted to the Chancellor's Office for final approval. There are two different types of credit certificates that can be awarded by the College: Certificates of Achievement, which are transcriptable and are between 8 and 59.5 units; Certificates of Proficiency, which are not transcriptable, do not require Chancellor's Office approval, and are 15.5 units or less.

II. CURRICULUM COMMITTEE FUNCTION

A. Overview

Title 5 assigns eleven duties as the primary responsibility of the Academic Senate and allows the Senate to delegate some of those duties to the Curriculum Committee as a subcommittee of the Senate.

Responsibility for reviewing curriculum, establishing prerequisites, course placement in disciplines, assigning course identifiers, degree and certificate requirements, developing process and timelines for review of academic programs, grading policies, maintaining and updating the discipline list, and making recommendations to the President for action by the Board of Trustees. All new courses and programs, as well as changes in current course and program content, structure, or credit, must be reviewed by this committee.

B. Charge

The Chabot College Curriculum Committee responsibilities are as follows:

- Apply Title 5 and Board policies in review of course and program proposals.
- Recommend and oversee the development of new courses and programs.
- Develop process and timeline for review of academic programs.
- Recommend course outlines of record and new program applications for those courses and programs.
- Recommend requirements for the associate degree and certificate programs to the Academic Senate for approval.
- Recommend and oversee course proposals for transmittal to CSU and UC to meet General Education Breadth and IGETC requirements.
- Recommend prerequisites, co-requisites, and advisory preparation for courses and programs to the Academic Senate for approval.
- Recommend and oversee courses taught by distance learning.
- Assist the Office of Academic Services with the development of the catalog and class schedules.
- Recommend and oversee regulations and policy for Distance Education.

The Curriculum Committee is responsible for ensuring and preserving the academic integrity and quality of all courses and programs offered by Chabot College. The Committee's primary responsibilities lie in areas of curriculum, as specified by Title V [Title 5 §53200]:

- Curriculum
- Degree and certificate requirements
- Grading policies
- Educational program development
- Standards or policies regarding student preparation and success

As a sub-committee of the Academic Senate, the Curriculum Committee reports its recommendations for approval in the areas of Curriculum and Educational Programs to the Senate as informational items and forwards its recommendations in these areas to the Office of the Vice President of Academic Services. This office prepares the recommendations for presentation to the Board of Trustees by way of the President's Office at the College. The Board of Trustees is the sole authority for approval of all curriculum recommendations in the areas of Curriculum and Educational Programs.

In the area of Degree and Certificate Requirements, it is the duty of the Committee to formulate policies for approving degree and certificate requirements for presentation to the Senate. "It is not the role of the Senate to change these recommendations. However, it is appropriate for the Senate to review the policies and procedures used [Title V §53203(a)] and call attention to any irregularities which might require a recommendation to be returned to the Committee for reconsideration." Changes to the General Education pattern for the Associate degree may be recommended by the

Committee, but must be agreed upon through collegial consultation with the Curriculum Committees and Academic Senates of both colleges and approved by the Board of Trustees.

The Committee's duties and responsibilities in each of the areas are defined as follows:

1. Curriculum

Committee's duties include – but are not limited to – approval of:

- New and revised course outlines of record for degree-applicable credit courses, non-degree credit courses, and noncredit courses
- Pre-requisites, co-requisites, and advisories for courses
- Limitations on the number of times a course may be repeated
- Courses to be taught in distance education mode
- Courses for inclusion in the requirements for the Associate degree (AA or AS)
- Courses for articulation and transfer to CSU and submission of courses for UC transfer, IGETC, and CSU GE Breadth
- Discontinuation of existing courses or programs
- Placement of courses within disciplines
- Assigning course identifiers (rubrics)
- Maintaining and updating the discipline list

2. Degree and Certificate Requirements

Committee's duties include – but are not limited to – the following:

- Recommendations for changes to the General Education pattern for the Associate degree
- Definition of criteria for placement of courses within General Education areas
- Periodic review for appropriateness and relevance of the courses listed within a specific General Education area

3. Grading Policies

Committee's duties include – but are not limited to – the following:

- Review of grading policies for individual courses (e.g., whether the course is grade only)
- Review of coursework required of students (as specified in the course outline of record), to ensure that coursework meets rigorous academic standards

4. Educational Programs

In this area, the Committee's duties include – but are not limited to – approval of:

- Educational (degree and certificate) programs and requirements for such programs
- Pre-requisites, co-requisites, and advisories for new and revised programs

5. Standards or Policies Regarding Student Preparation and Success

The Committee's role in this area is related to its charge to approve course outlines and prerequisites. The Committee must ensure that prerequisites, co-requisites, and advisories are appropriately selected in such a way as to ensure students are adequately prepared for a course and will have the skills necessary to succeed in the course. The Committee must also ensure that prerequisites, co-requisites, and advisories do not act as a barrier to students seeking to complete coursework or programs.

C. Membership

The members of the committee are drawn from the faculty, the administration, the classified staff and the student body. Appointments by the Academic Senate, Classified Senate, and the ASCC.

1. Voting Members

- One representative from each Academic Division and Counseling (selected by the division and confirmed by Academic Senate)
- Student Senate: 1 appointed by Student Senate
- Faculty Association: 1 appointed by CLPFA

2. Non-Voting Members

- Curriculum Chair: One faculty member, selected from the membership, confirmed by Academic Senate (votes only in case of a tie; see below for more information)
- VP of Academic Services (or designee)
- Technical Review Chair
- Articulation Officer
- Curriculum & Student Learning Outcomes Specialist
- Classified Professional Rep: One member by Classified Senate
- Student Records Evaluator(s)
- Academic Scheduler(s)
- Outcomes & Assessment Committee Chair

3. Term

- The term of office for the position of Curriculum Chair is two years. The Chair may serve for more than one term, and may serve consecutive terms.
- It is hoped that voting members will serve for a minimum of two years and should be allowed to serve longer if so selected by their constituency, in order to preserve valuable expertise amongst the Committee members. In order to develop curriculum expertise amongst all faculty members, it is important to bring new members onto the Committee within any two-year cycle.

D. Meeting Days and Time

- The Committee meets on the first and third Tuesdays, and fifth Tuesdays as needed, of each month from 2:30 to 4:30pm.

III. COMMITTEE MEMBERS ROLES AND RESPONSIBILITIES

A. Committee Chair

- Attend the Curriculum Institute once per year
- Attend regional trainings in curriculum sponsored by the Academic Senate of California Community Colleges, usually two times per year
- Meet with Faculty, Deans, Division Curriculum Reps, Curriculum Specialist, and Academic Senate President as needed
- Meet with Vice President of Academic Services monthly
- Set agenda for each Committee meeting, including involving other faculty, staff and administrators in discussions when needed. The Curriculum Chair also determines which curriculum proposals are ready for the agenda

- Guide the Committee in strategizing solutions to changes in curriculum law, policy, and regulation as determined by the California State Legislature, the Board of Governors of the California Community Colleges, and the State Chancellor's Office
- Engage the College community in philosophical and practical discussions on how to serve students through curriculum solutions that conform to State expectations and are at the same time consistent with the Chabot College core values
- Continue refinement of the CurricUNET process with the help of the Curriculum Specialist
- Submit proposals as approved once the Committee has voted approval

B. Curriculum Technical Review Chair

- Conduct a thorough review of all course and program proposals
- Track all course and program proposals
- Attend Curriculum Committee meetings
- Meet/correspond with members of the Technical Review Committee as needed.
- Follow-up with course authors for support
- Attend the ASCCC Curriculum Institute

C. Voting Members (Faculty and ASCC Student Rep)

- Stay abreast of curriculum requirements and changes as mandated by Title 5 and the CCCC
- Support division faculty with curriculum references
- Review curriculum proposals on agenda
- Vote on curriculum proposals on agenda

D. Librarian

- Review curriculum proposals on agenda focusing on textbook and library resources section

E. Articulation Officer

- Review curriculum proposals on agenda
- Submit and track course outlines for transfer pathways
- Submit and track course outlines for C-ID approval
- Contact faculty about C-ID and transfer pathway status
- Assist faculty in identifying transfer pathways for courses and ADT's
- Assist faculty in creating ADT's
- Provide necessary transfer/articulation related documents for ADT's
- Technical review of curriculum proposal specifically as it pertains to transfer pathways including effective date, textbook dates, and comparable courses identified, etc.

F. Curriculum Specialist

- Maintains the college curriculum and corresponding databases by coordination and tracking the curriculum-related documents from development via CurricUNET through the Board and Chancellor's office approval as required. Verifies information and inputs appropriate local, state, and federal codes.
- Maintains current knowledge of state regulations regarding curriculum issues; attends regional meetings and workshops related to curriculum as requested. Serves on committees as assigned.
- Serves as liaison and technical resource to the Committee; assists in the preparation of the agenda and materials, assists in the development of timelines, updates curriculum and

academic program websites; attends curriculum meetings and takes minutes; posts approved minutes on website.

- Coordinates with Vice-President of Academic Services and Curriculum Chair for training, creating reports, and assisting administrators, faculty and others with the use of CurricUNET, completing curriculum proposals for the college and state
- Works with Governet to represent interests of the College to the Vendor, as well as to coordinate faculty training opportunities with changes and additions to the software (CurricUNET).

G. Division Dean

- Review curriculum proposals on agenda for their division.
- Work with discipline faculty and the Vice President of Academic Services to identify TOP codes and SAM codes for courses

H. Vice-President of Academic Services

- Review curriculum proposals on agenda from a variety of perspectives including broad State-level perspectives and local-level perspectives.
- Work with Division Deans to assign TOP codes and SAM codes for courses
- Serve as an expert/resource to the Committee
- Meet with Curriculum Chair to review and co-develop agendas

IV. THE CURRICULUM PROCESS

Faculty are vested with the primary responsibility for the development of new courses and programs and the revision of existing courses and programs. Title 5 mandates regular review of course outlines (5 years for academic courses, 2 years for vocational courses) and the College's Program Review process includes review of academic programs.

There are six key steps in this process:

1. Planning, Development, and Approval Process

Faculty members initiate proposals for new courses or programs and revisions to existing courses and programs. These proposals and revisions should be discussed with discipline colleagues so that substantive issues regarding appropriateness, content, etc. can be resolved. Ideally, for shared courses and programs, it is at this stage that approval from discipline colleagues at Chabot should be sought. For new courses and programs, the faculty member should schedule a meeting with their division Dean to brief the Dean on the discussions that have taken place, to discuss any issues that have arisen or that remain unresolved, and, where appropriate, to consider the impact of the proposal in areas such as enrollment management and technical support.

2. Writing a Course or Program Proposal

The faculty member prepares a curriculum proposal through the CurriQunet system (<http://www.curricunet.com/chabot>). It is a best practice to discuss with your discipline faculty and Dean all new course and program proposals. All active course outlines must be updated every 5 years. Course outlines that need to be updated can be found posted in the Quinquennial Review sheets posted on the Curriculum Development webpage. Any faculty needing support in developing a new or in revising an existing course outline should meet with the Curriculum Chair. Any faculty requesting a change in transfer or GE status for a course should meet with the Articulation Officer. Faculty creating a new program should meet with the Curriculum Chair to review required supporting documentation to be included with the program proposal.

All CTE programs need to be reviewed and updated every 2 years. Once a proposal is created, it will automatically be forwarded through CurriQunet META for approvals. At each stage in the review process, revisions may be requested and faculty are responsible for responding to those requests and resubmitting their revised proposals into the review process via META. Faculty can check the status of their proposals in META by logging in to the home page and selecting In Review on the Status filter. If you see an unexpected delay in the approval of your outline at a specific level, contact the Curriculum Chair with any questions.

3. Presentation of the Proposal to the Committee for Approval

The faculty proposer, or their division Curriculum Committee representative, will present the proposal to the full Committee. The Committee will take the proposal under consideration and may request revisions or clarifications to the outline or proposal form. Once a proposal is approved by the Curriculum Committee, it will be forwarded to the Office of Instruction and prepared for presentation to the Board of Trustees.

4. Approval by the Board of Trustees

The Board of Trustees reviews and approves proposals from the Committee several times a year. After approval the Curriculum Specialist submits the proposals to the Chancellor's Office to the Chancellor's Office Curriculum Inventory system (COCI).

5. Approval by the State Chancellor's Office

Credit COR's are automatically approved by the Chancellor's Office 24-48 hours after they are submitted to COCI. Noncredit COR's are reviewed by the Chancellor's Office for approval, and currently the process could take up to one year. Currently ADTs and CTE credit and noncredit programs are reviewed by the Chancellor's Office for approval and may take months for approval. The Chancellor's Office is working to make this process faster.

6. Approval for UC Transfer, C-ID Articulation, CSU GE-Breadth, and/or IGETC Patterns

Course proposals requesting UC Transfer, or to be a part of the CSU GE-Breadth or IGETC patterns are submitted by the Articulation Officer using Assist. Currently CSU-GE Breadth and IGETC requests are due by mid-December, with the results usually posted by mid-April of the following year. UC Transfer requests are due by the end of June, with results usually ready by the following August. IGETC requests can only be submitted after a course has been approved for UC Transfer, so the process may take up to two years to occur. Requests for articulation to C-ID Course Descriptors (similar to a COR) are submitted by the Articulation Officer using C-ID.net.

V. COURSE OUTLINES OF RECORD (COR)

A. Required Elements of a COR per Title 5 §5Req5002

1. Course Descriptors (Rubric)

Course descriptors are abbreviations of departments or programs and are limited to three or four letters. Along with the Course Number, they identify courses both within the college and at the Chancellor's Office. The curriculum committee needs to approve new rubrics and changes to previous rubrics. Meet with the Curriculum Chair to discuss.

2. Course Number

Course numbers are limited to four characters, and except for activity courses, should follow the following guidelines:

- Courses numbered 1-99 are baccalaureate level and generally transferable
- Courses numbered 100-299 are not degree applicable and not transferable
- 100-149 Basic Skills
- 200-299 Noncredit

3. Full Course Title

The full course title should describe the course and make it easy to identify for students and faculty.

4. Unit Value

Only credit COR's require units, and units come in multiples of 0.5. Unit categories used at Chabot are:

- Lecture
- Lab
- Clinical
- Work Experience

Noncredit courses require hours only, and faculty are required to list the total number of Lecture and Lab hours for the semester. For "mirrored" noncredit, the number of hours for Lecture and Lab must match the credit mirrored course.

5. The Expected Required Number of Contact Hours

Units for credit hours are based upon three academic (50-minute) hours per week per unit, which equates to 54 hours a semester, for the following:

- Lecture: One inside-of-class hour, and two outside-of-class hours
- Lab: Three inside-of-class hours, and no outside-of-class hours.

There is also a No Unit Value Lab, which is one hour a week in class (18 hours per semester), but is not a part of the units assigned to the class.

Cooperative Work Experience units are based upon the number of academic hours a student does outside of the class working:

- Paid Work Experience – one unit requires 75 hours of work per semester
- Unpaid Work Experience – one unit requires 60 hours of work per semester

A Noncredit hour is 50 minutes, and there is no minimum or maximum number required per week.

6. Requisites

The types of advisory requisites possibly limiting enrollment in a course are as follows:

- Prerequisite – course must be taken and passed with a minimum of a C before enrolling in the current course
- Corequisite – course must be taken simultaneously
- Strongly recommended – course is recommended to be taken before enrolling in the current course, but is not required, and will not limit enrollment in the course

- Other – some courses may require something other than a course as a prerequisite

Title 5 indicates that prerequisites and corequisites should automatically be approved if the presenter shows the following:

- A transfer institution requires the prerequisite or corequisite for a similar course at their institution.
- A transfer institution will not articulate the Chabot College course unless it has the prerequisite/corequisite.
- The prerequisite/corequisite is necessary for the health and safety of students within the course (for example lab safety training).
- The prerequisite/corequisite is required by State regulation
- The prerequisite/corequisite is part of a closely related lecture/lab pairing within a discipline. (Title 5, Section 55033)

In cases other than those above, the prerequisite or corequisite must be validated by statistical validation with content review, or by content review alone. Title 5 indicates that prerequisites and corequisites are both permitted and required in cases where a student is “highly unlikely to succeed” without having the requisite course. Statistical validation with content review and content review alone are two methods of validating the claim that a student is highly unlikely to succeed without a requisite course. The process of validating a prerequisite in communication (Eg, English) or Computation (Eg., Mathematics) for non-English and Mathematics courses that are not in the “automatic approval” list above will involve a meeting with the Chabot College institutional researcher and the evaluation of relative success rates for students with and without the proposed prerequisite course.

Adding a prerequisite or corequisite to a course may affect course enrollment, course availability and course accessibility for courses both within and outside of your discipline, so it will be essential to consult with any group that may be affected by the establishment of that requisite including the dean of both your department and the department within which the prerequisite course resides, and the faculty of the department in both your course and that of the requisite course.

7. Catalog Description

A short paragraph, which succinctly states the topics to be covered, the scope of the course, its level, and the kinds of goals it is designed to fulfill. It may state who the course is designed for (for example – “designed for engineering majors”).

8. Measurable Objectives

In this section, list the knowledge, skills and abilities students should have achieved upon successfully completing the course. The objectives must establish that critical thinking is an integral part of the course. They should:

- Be broad and introductory in scope, not too narrow or specific.
- Adequately cover theory, principles, and concepts
- Use skills and applications to reinforce and develop concepts (don’t add concepts to supplement skills)
- Be measurable
- Be specific about what content the learner is expected to engage.
- Use verbs that connote analysis, not simply recall, require cognitive outcomes. For instance, rather than “understand,” “identify” or “describe,” say “explain” or “compare and contrast.” Use

active verbs for observable student skills. For instance, “describe animal hunting behavior” does not indicate what specific capabilities students would need to demonstrate; “compare and contrast social aspects of hunting tactics of major mammals” does demonstrate specific capabilities.

9. Course Content

In this section, include a complete listing of the topics taught in the course. For courses with Lecture and Lab, only include the topics taught in the Lecture portion.

- Compile a list of all topics to be taught in the course, listing ideas, not just keywords, and arrange the list by topics, with sub-topics, **in outline form**.
- The content must support the Measurable Objectives
- The content must be robust enough to reflect the number or units in the course, i.e. a 3 unit course would be expected to have more content than a 1 unit course.
- If the course is to satisfy Chabot College General Education, be transferable to UC or CSU, articulate with courses at UC or CSU, or meet CSU-GE or IGETC requirements, then include content relevant to general education, transfer or articulation criteria.

10. Lab Content

If your course has both Lecture and Lab, then in this section, include a complete listing of the topics covered during the Lab portion of the course.

11. Typical Assignments

Assignments should be directly related to the objectives of the course. A description of types of assignments and specific examples of assignments are required. This section must establish that the work is demanding enough in rigor and independence to fulfill the credit level specified.

- Give at least two (3) specific examples of typical assignments that reflect coverage of objectives and content in the class
- The nature of the assignments must clearly demand critical thinking
- If a reading assignment is expected, list a typical assignment
- If a writing assignment is expected, list a typical assignment/topic
- Appropriate out-of-class work is required for credit courses. Be sure to include out of class assignments sufficient to show independent work
- Assignments should be adequate to assure that students who successfully complete them can meet the objectives of the course
- Be sure that knowledge of required material constitutes a significant portion of the grade as reflected in the Methods of Evaluation.
- Examples of typical assignments should be specific enough to provide effective guidance to faculty and clear expectations for students. Individual instructors are free to use different assignments as long as the types selected are equivalent in covering course content and achieving student outcomes to those illustrated in the course outline.

12. Methods of Instruction

In this section, include a listing of methods used to teach the course.

- The methods of instruction (including types of instruction and examples) should be specifically related to the Measurable Objectives and Course Content.

- Methods of instruction should reflect an understanding of various learning styles and they should provide real and substantive guidance to instructors when planning their course session and activities. For example, rather than stating “lecture” the description might be “lecture and demonstration by instructor, with in-class practice, including feedback, coaching, and evaluation by the instructor.”
- Examples of methods of instruction are appropriate. If all instructors of the course agree, then a specific classroom teaching pattern may be listed. Otherwise, instructors have academic freedom to choose how they will teach as long as the methodologies used are similarly appropriate to covering course content and achieving course objectives when compared to any methodologies listed in the course outline. It is appropriate to describe aspects of instruction that may occur in some cases, such as “Some instructors may have class field trips to...” or “In some classes, students will be required to ...”

13. Methods of Evaluation

Types and examples of methods of evaluation should be listed. This section should be substantively related to the stated objectives of the course.

- Explain both the methods of evaluation and the frequency of evaluation.
- Grades for the course must be based, at least in part, on demonstrated proficiency in written essays and/or problem solving ability.
- In addition to listing graded assignments, give the basis for grading those assignments, and rate it to skills and abilities in the course objectives. For example, say “written assignments which show development of self-criticism.” .
- The evaluation must clearly show that critical thinking skills are required.
- Be sure that knowledge of required material constitutes a significant portion of the grade as reflected in assignments and methods of evaluation.
- Allow for academic freedom of instructors by stating “typical examples of evaluation...,” or “possible field assignments...”

B. Additional Requirements of a Course Outline Proposal

1. Rationale

Every new proposal needs a well-developed rationale. Whenever possible this rationale should include specific needs addressed in your discipline’s program review. Special consideration should also be given to connecting your rationale to any relevant categories in the mission of the California Community Colleges: basic skills, career technical education (CTE), certificates & degrees, and transfer. This rationale will be input in the “Course Purpose/Needs” section of the course proposal within CurricUNET. Lack of explanation in this section is perhaps the most frequent reason for courses to be sent back to the originating faculty for additional revisions, so please take the time to write a thorough and thoughtful review using the instructions covered above.

For course deactivations, the rationale should provide a brief explanation of the reason for deactivation.

2. Effective Date

The date at which the proposal becomes the official COR. Chabot College only has Fall effective dates. It takes a minimum of one year for an approved proposal to become the official COR, but may take longer depending upon GE requests or waiting for Chancellor’s Office Approval.

This is important particularly for degree credit courses and transferability. A course must be articulated with transfer institutions before a student can complete the course and expect to transfer it. Discuss deadlines for submission of courses to transfer institutions with the Articulation Officer.

3. Short Title

This is the abbreviated course title used in printed copies of the course schedule. The short title is limited to 30 characters, including spaces

4. Abbreviated Schedule Description

The Abbreviated Class Schedule Description is less formal than the Catalog Description. It should be used as a way to encourage students to take the course, comparable to a 20 second elevator pitch. What would you say to a student to convince them to take the course in 1 or 2 sentences? The abbreviated schedule description appears in the printed schedule and on classweb.

5. Discipline (Minimum Qualifications)

A determination must be made as to the discipline preparation appropriate and adequate for each individual course. The disciplines recognized by the State are in the [Minimum Qualifications for Faculty and Administrators in California Community Colleges handbook](#):

a. The Principle

The guiding principle for this task must be based on course content and personnel issues. It is necessary for faculty to separate themselves from their personal biases and assess each course based on the subject matter being taught, giving consideration to emerging disciplines. Faculty are reminded that, according to law, no matter where a course is placed, individuals holding valid credentials that would have allowed them to teach the course pre-AB 1725 are still qualified to do so. It is important to understand that not all programs or department titles and rubrics are disciplines. The decision to place a course in a specific discipline is based on the body of knowledge necessary to instruct the course. When the subject matter as stated by the official course outline is common to more than one discipline, it is appropriate for the course to be listed in all appropriate disciplines. If, however, a broader knowledge base is necessary, the course should be listed as interdisciplinary and the disciplines involved listed.

b. The Process

Discipline placement is proposed by faculty as a part of the COR proposal, and approved by the Committee at the same time as the COR. It can also be proposed by faculty to the Committee without updating the COR, and if approved by the Committee, it is effective the following semester. Please see the [Assigning Courses to Disciplines](#) process in the Curriculum Development webpage.

6. Grading Methods

For credit classes, instructors can choose between letter grade only, pass/no-pass, or optional. Be aware that many transfer institutions may not accept courses that students take as pass/no-pass, particularly if it is a course in their major.

For noncredit classes, instructors can choose between Pass/Satisfactorily Pass/No Pass. Students completing this course will earn a P, NP, or SP grade. The SP indicates the student has made satisfactory progress towards completion of the course.

7. Repeatability

There are state guidelines that cover the number of times a course may be taken for credit (Insert Title 5 here). Students may enroll in noncredit courses any number of times. Credit courses may be taken one time for credit with the following exceptions:

- Courses for which repetition is necessary to meet the major requirements of a CSU or UC for completion of a bachelor's degree
- Intercollegiate Athletics
- Intercollegiate academic or vocational competition

For courses falling under the first bullet point, a copy of the university program showing the repetition requirement should be attached to the proposal.

Courses may be repeated for other reasons including: the course is required for legally mandated training or a significant change in industry or licensure standards such that repetition of the course is necessary for employment or licensure. Such courses may be repeated any number of times, but the repetition process is not automatic as students must submit evidence to the Counseling Office as requested on the [Petition to Repeat a Course](#).

Another area of course repeatability is for Cooperative Work Experience Education, which is broken into two categories. For the satisfactory completion of all types of Cooperative Work Experience Education, students may earn up to a total of 16 semester units.

a. General Work Experience Education

Supervised employment which is intended to assist students in acquiring desirable work habits, attitudes and career awareness. The work experience need not be related to the students' educational goals. A maximum of six semester credit hours may be earned during one enrollment period.

b. Occupational Work Experience Education

Supervised employment extending classroom based occupational learning at an on-the-job learning station relating to the students' educational or occupational goal. A maximum of eight semester credit hours may be earned during one enrollment period in occupational work experience education.

8. Typical Texts

The text and other instructional materials should correspond to the required rigor and scope of the course. In degree credit courses, texts should be written for college level students and cover the theory and principles of the subject, but primary sources need not be college level. If "instructor-designed materials" are the only citation, a description of their scope should be in the outline and samples included. If a text is required in the course, list at least two, but preferably three to five (3-5), typical textbooks. Textbooks must be current for the subject matter and in general no more than 5 years from publication. In cases of classic works that are infrequently republished this recency is not essential.

9. Other Materials Required of Students

If additional materials are required, list them here. Additional materials may include: safety goggles, calculators, software, special clothing, art supplies, computer disks, internet access, etc.

10. Learning Outcomes

Program Learning Outcomes (PLO) and Student Learning Outcomes (SLOs) are entered into CurricUNET by faculty when creating or modifying a program/course. Outcomes are reviewed by the OAC committee during the technical review process.

- a. PLO Requirements
 - A minimum of two Program Learning Outcomes are required by each Academic program.
- b. SLO Requirements - All courses should have a minimum of 1 SLO. SLO requirements by units/hours:
 - Credit course ≤ 1 unit - 1 SLO
 - Credit course $1 < 3$ units - 2 SLOs
 - Credit course ≥ 3 units - 3 SLOs
 - Noncredit course ≤ 35 hours - 1 SLO
 - Noncredit course 36-53 hours - 2 SLOs
 - Noncredit course ≥ 54 hours - 3 SLOs
- c. Each PLO/SLO shall be mapped to a minimum of one Institutional Learning Outcome (ILO).

11. Cross Listed Course

For credit courses, if different disciplines share a course outline, the following is required of both courses:

- Cross listed course must be listed
- Both course outlines must be created and updated at the same time
- Courses must match exactly except for Course Descriptor, Course Number, TOP code, and textbooks.
- Cross listing courses is only appropriate for courses that can be taught in either department/discipline.

12. Mirrored Course

For noncredit courses that are an exact copy of a credit course, and are typically taught concurrently with the credit course, the mirrored course must be listed. The noncredit course must be an exact copy of the mirrored course, except for the course number and discipline.

13. Family (Leveled Courses)

A family of courses are courses that are related in content with similar primary educational activities in which skill levels or variations are separated into distinct courses with different student learning outcomes for each variation. Each level of the course must have measurable outcomes and course content that demonstrate a movement toward mastery of the subject.

For a new family, change to a family name, or move a course from one family to another, the faculty member will propose the change during the course proposal process, and all courses affected must be updated at the same time.

14. Shared with Las Positas College (LPC)

If the course shares a rubric and course number with LPC then it is a shared course. Consultation with your discipline colleagues at LPC is imperative to ensure that they are in agreement with your changes and that they are taking steps to make the same changes in their course. Changes to one college's course outline do not automatically change the other college's outline. To take effect, any changes to an outline must go through the curriculum process on both campuses. A delay in the approval of the outline on one campus can delay the effective date of the changes.

Coordination with LPC Faculty:

- As part of a multi-college district, we need to share our ideas with our colleagues at LPC. This is a great opportunity for you to speak with your counterparts at the other college and discuss ideas. If you do not know who your counterpart is at LPC, consult with your Division Dean.
- The Curriculum Committees at both Colleges hope that a mutual agreement can be reached on the proposed curriculum, if central elements of the outlines will differ then the two courses must have separate rubric, course number, or both
- If you are revising a course that is offered at both campuses and you share a rubric then the catalog/course description, # units, lecture/lab hours, and advisory requisites cannot be changed without agreement by both colleges. All other sections of the outline can be modified somewhat, but if the changes become substantial you will need to break either the rubric or course number pairing with the course at LPC.
- If you are adopting a course that already exists in the LPC catalog of courses, then you must adopt the same course rubric, number, title and catalog description. The catalog description includes any requisites (e.g., prerequisites), as well as units, lecture hours, lab hours or studio hours.
- Be aware that any agreed upon changes must be submitted to, and approved by, the Curriculum Committees of both campuses before they can take effect. Consult the curriculum chair for your discipline's presentation date at LPC, to ensure timely approval. When modifying a shared course, it is necessary to choose "modify shared w/LPC course" in the proposal type when beginning the modification within CurricUNET META. This will alert the curriculum specialist at Chabot that changes are being made which will require the approval of both campuses.
- In addition to sharing our discipline with our colleagues at LPC, we share the same Banner computer system that builds our college catalogs and course schedules. If you and LPC do not agree on the curriculum, we may need to change the "rubric" or course number to accommodate the Banner system.

C. Coding Elements of a Course Outline Proposal

1. TOP Code

The Taxonomy of Program (TOP) is a system of numerical codes used at the state level to collect and report information on programs and courses, in different colleges throughout the state, that have similar outcomes. The TOP was designed to aggregate information about programs. However, a TOP code must also be assigned to every course in our system. Although the TOP does not contain as many specific choices as would a system designed for courses, each course should be given the TOP code that comes closest to describing the course content.

TOP codes should be determined with the help of your Dean and the Vice-President of Academic Services. ([TOP codes manual](#))

2. Basic Skills Status

For any non-transferable course, this designates whether it is considered basic skills or not.

3. SAM Codes

This code is used to indicate the degree to which a course is occupational, and to assist in identifying a course sequence in occupational programs. All courses with a TOP Code with an * are considered Career Technical Education (CTE) and require a SAM code that is occupational or apprenticeship. Courses with non-CTE TOP Codes must have the Non-Occupational SAM code selected. SAM codes should be determined with the help of your Dean and the Vice-President of Academic Services.

a. Apprenticeship (offered to apprentices only)

The course is designed for an 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 Electrician.

b. Advanced Occupational (not limited to apprentices)

Courses are those taken by students in the advanced stages of their occupational programs. A "B" course is offered in one specific occupational area only and clearly labels its taker as a major in this area. The course may be a "capstone course" that is taken as the last requirement for a career technical education program. Priority letter "B" should be assigned sparingly; in most cases no more than two courses in any one program should be labeled "B". Each "B" level course must have a "C" level prerequisite in the same program area. Some examples of "B" level courses are: Dental Pathology, Advanced Radiology Technology, Fire Hydraulics, Livestock and Dairy Selections, Real Estate Finance, Cost Accounting.

c. Clearly Occupational (but not advanced)

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

d. Possibly Occupational

"D" courses are those taken by students in the beginning stages of their occupational programs. The "D" priority can also be used for service (or survey) courses for other occupational Programs. Some examples of "D" level courses are: Technical Mathematics, Graphic Communications, Elementary Mechanical Principles, Fundamentals of Electronics, Keyboarding (Beginning or Intermediate), Accounting (Beginning).

e. Non-Occupational

All courses without a CTE TOP Code are non-occupational.

4. Prior Transfer Level

For any non-transferable course, this designates the level below transfer. For example, Intermediate Algebra is one level below, while Elementary Algebra is two levels below.

5. Distance Education

For a course to be taught in an online format, faculty must complete a DE addendum, which provides the delivery method(s) that will be used, and the types of interactions.

a. Delivery Methods

- Fully Online (FO) - all instruction is online.
- Partially Online (PO) - online instruction with scheduled on-campus meetings and/or assessments (hybrid).
- Online with Flexible In-Person Component (OFI) - online instruction with in-person or proctored assessments or activities at a flexible time and place.

b. Course Interactions

- Instructor-Student - faculty initiated regular and effective contact between the instructor and students
- Student-Student - regular and effective contact among students
- Student-Content - student activities that align with the measurable objectives and assessments of the course outline of record

Faculty will also have to address accessibility methods so that the course is ADA compliant.

6. Proposed General Education

See section VI. GENERAL EDUCATION, TRANSFER, AND C-ID on the next page.

7. Library

Are library resources needed for this course? Schedule an appointment with Library Faculty to review the library resources needed for course work and typical assignments. Requests for materials by instructional faculty are always considered within the collection development policy of the Library.

8. Textbooks/Resources

Does the college have sufficient resources, in terms of faculty, facilities, and ongoing maintenance, infrastructure and investments to support the proposed course or program? In cases where this may be problematic contact the VP of Academic Services and your Dean for a frank discussion of the plausibility of your proposed curriculum. Courses passed through the Curriculum Committee will be posted to the College Catalog as active courses, and colleges have a responsibility to offer all courses listed in their catalogs at least once every 2 years. If this is not possible you may need to delay the submission of your curriculum until such resources can be procured.

9. Attached Files

Attach any additional files here. If you are requesting a new prerequisite, you will need to attach sample syllabi from the course per Title 5 requirements on content review. For courses that are repeatable due to it being necessary to meet the major requirements of CSU or UC for completion of a bachelor's degree, attach a copy of a bachelor's program from ASSIST showing this.

D. Noncredit Category

Noncredit courses are classified into ten legislated instructional areas (nine defined in Ed. Code § 84757 and the tenth is defined in Cal. Code Regs., tit. 5, § 55151). The placement of a course in a given instructional area is driven by the course objectives and target population to be served. Courses in an instructional area marked with an * can be designated as Career Development College Preparation (CDCP) if they are a part of a non-credit certificate.

1. English as A Second Language (ESL)

Courses provide instruction in the English language to adult, non-native English speakers with varied academic, career technical, and personal goals. ESL courses include, but are not limited to: skills or competencies needed to live in society; skills and competencies needed to succeed in an academic program; preparation for students to enter career and technical programs at the community colleges; programs focusing on skills parents need to help their children learn to read and succeed in society; skills needed to fully participate in the United States civic society or to fulfill naturalization requirements; ESL-based skills and competencies in computer software, hardware, and other digital information resources; and functional language skills (Ed. Code § 84757(a)(3)).

2. Immigrant

Courses are designed for immigrants eligible for educational services in citizenship, ESL, and workforce preparation courses in the basic skills of speaking, listening, reading, writing, mathematics, decision-making and problem-solving skills, and other classes required for preparation to participate in job-specific technical writing. Instructional courses and programs should support the intent of the Immigrant Workforce Preparation Act (Ed. Code § 84757(a)(4)).

3. Elementary and Secondary Basic Skills

Includes basic skills academic courses in reading, mathematics, and language arts. Basic skills courses provide instruction for individuals in elementary and secondary-level reading, writing, computation and problem-solving skills in order to assist them in achieving their academic, career, and personal goals. Elementary-level coursework addresses the content and proficiencies at levels through the eighth grade. Secondary-level coursework focuses on the content and proficiencies at levels through the twelfth grade and may incorporate the high school diploma (Ed. Code § 84757(a)(2)).

4. Health and Safety

Courses focus on lifelong education to promote health, safety, and the well-being of individuals, families, and communities. Courses and programs in health and safety provide colleges with the opportunities to network or partner with other public welfare and health organizations (Ed. Code § 84757(a)(9)).

5. Substantial Disabilities

Courses are designed to provide individuals with life-skill proficiencies essential to the fulfillment of academic, career technical, and personal goals. A student with a disability is a person who has a verified disability which limits one or more major life activities, as defined in 28 Code of Federal Regulations section 35.104, resulting in an educational limitation as defined in title 5, section 56001. Courses for students with substantial disabilities are an “assistance class” according to provisions of title 5, section 56028, and Education Code section 84757(a)(5).

Educational Assistance classes are instructional activities designed to address the educational limitations of students with disabilities who would be unable to substantially benefit from regular college classes even with appropriate support services or accommodations. Such classes generate revenue based on the number of full-time equivalent students (FTES) enrolled in the classes. Such classes shall be open to enrollment of students who do not have disabilities; however, to qualify as a special class, a majority of those enrolled in the class must be students with disabilities.

6. Parenting

Includes courses and programs specifically designed to offer lifelong education in parenting, child development, and family relations in order to enhance the quality of home, family, career, and community life. Instructional areas may include, but are not limited to the following: ages and stages of

child growth and development; family systems; health nutrition and safety; family resources and roles; family literacy; fostering and assisting with children's education; guiding and supporting children; and court-ordered parenting education (Ed. Code § 84757(a)(1)).

7. Home Economics or Family and Consumer Sciences

Includes courses and programs designed to offer lifelong education to enhance the quality of home, family, and career and community life. This area of instruction provides educational opportunities that respond to human needs in preparing individuals for employment, advanced study, consumer decision making, and lifelong learning. Instruction in family and consumer sciences emphasizes the value of homemaking. The focus of the categories of coursework includes, but is not limited to, child development, family studies and gerontology, fashion, textiles, interior design and merchandising, life management, nutrition and foods, and hospitality and culinary arts (Ed. Code § 84757(a)(8)).

8. Older Adults

Courses offer lifelong education that provides opportunities for personal growth and development, community involvement, skills for mental and physical well-being, and economic self-sufficiency. Courses in the category of noncredit instruction for older adults may include, but are not limited to, health courses focusing on physical and mental processes of aging, changes that occur later in life, and steps to be taken to maintain independence in daily activities; consumer resources, self-management and entitlement; creative expression and communication; or family, community, and global involvement (Ed. Code § 84757(a)(7)).

9. Short-term Vocational

Programs are designed for high employment potential that lead to a career-technical objective, or a certificate or award directly related to employment. Short-term vocational programs should be designed to: improve employability; provide job placement opportunities; or prepare students for college-level coursework or transfer to a four-year degree program. They shall also be mission appropriate (Ed. Code §66010.4(a)(1)), meet a documented labor market demand, ensure there is no unnecessary duplication of other employment training programs in the region, demonstrate effectiveness as measured by the employment and completion success of students, and be reviewed in the institution's program review process every two years (Ed. Code, §78015, 78016, and 84757(a)(6)).

10. Workforce Preparation

Courses provide instruction for speaking, listening, reading, writing, mathematics, decision-making and problem-solving skills that are necessary to participate in job-specific technical training (Cal. Code Regs., tit. 5, § 55151).

In addition to the ten eligible areas, title 5, sections 58168-58172 authorize community colleges to claim apportionment for supervised tutoring and learning assistance under noncredit. Apportionment for supplemental learning assistance may be claimed for credit supplemental courses in support of primary/parent credit courses, or for noncredit supplemental courses (in any of the ten noncredit eligible areas outlined in Ed. Code, § 84757) in support of primary/parent noncredit courses. Only in limited circumstances, such as ESL and basic skills, may colleges offer noncredit supplemental learning assistance courses in support of credit courses. Also, in occupational areas, colleges may establish supplemental noncredit short-term vocational courses in support of credit occupational courses.

VI. GENERAL EDUCATION, TRANSFER, C-ID.

Faculty can request or propose credit courses to be a part of local and University General Education patterns, articulate to C-ID Descriptors, and transfer to CSU's and UC's.

A. Types of General Education Requests

- CSU Transfer Course
- IGETC Area 1: English Communication
- IGETC Area 2: Mathematical Concepts and Quantitative Reasoning
- IGETC Area 3: Arts and Humanities
- IGETC Area 4: Social and Behavioral Sciences
- IGETC Area 5: Physical and Biological Sciences
- IGETC Area 6: Language other than English - UC Requirement Only
- CSU GE Area A: English Language Communication and Critical Thinking
- CSU GE Area B: Scientific Inquiry and Quantitative Reasoning
- CSU GE Area C: Arts and Humanities
- CSU GE Area D: Social Sciences
- CSU GE Area E: Lifelong Learning and Self Development
- CSU GE Area F: Ethnic Studies
- Chabot GE: AA Degree
- Chabot GE: AS Degree
- UC Transfer Course
- C-ID Submission
- American Institutions

B. General Education Standards

1. CSU Transfer Course

- Must be baccalaureate level material
- Not a request for course-to-course articulation

2. IGETC Areas

- Must first be approved for UC Transfer
- Must meet the standards in the [IGETC standards](#)

3. CSU GE Areas

- Must meet the standards in the [CSU GE Guiding Notes](#)

4. UC Transfer Course

- Must meet the standards in the [Special regulations](#)

5. Chabot GE

- Must meet the standards in the [Criteria for Areas of General Education](#)

6. C-ID Submission

- Courses must cover all requirements of the [C-ID Descriptor](#)

7. American Institutions

- Must meet the standards in the [CSU GE Guiding Notes](#)

C. Approving Body

1. Curriculum Committee/Board of Trustees

The Board of Trustees is the final approving body, after approval/recommendation from the Curriculum Committee, for the following:

- CSU Transfer Course
- Chabot GE: AA Degree
- Chabot GE: AS Degree

2. University of California Office of the President (UCOP)

The UCOP is the reviewing and approving body for the following:

- UC Transfer Course

3. UCOP and CSU Chancellor's Office

The UCOP and CSU Chancellor's Office are the reviewing and approving body for the following:

- IGETC Areas
- CSU GE Areas
- American Institutions
- Ethnic Studies

4. ASCCC

The ASCCC is the reviewing and approving body for the following:

- C-ID Submission

VII. CREDIT PROGRAMS

An educational program is defined in Title 5, section 55000(m) as "an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education." All associate degrees and certificates of achievement that appear by name on a student transcript or diploma require Chancellor's Office approval, whether they are intended primarily for employment preparation (CTE), transfer (AD-T), transfer preparation, as a record of academic achievement, or to fulfill other community needs.

A. Program Types

- Associate in Arts for Transfer (AA-T)
- Associate in Science for Transfer (AS-T)
- Associate of Arts (AA)
- Associate of Science (AS)
- Certificate of Achievement (8 to fewer than 16 semester units)
- Certificate of Achievement (16 to fewer than 60 semester units)
- Certificate of Accomplishment (Non-transcriptable - fewer than 16 semester units)

B. Program Goals

1. Transfer

- AD-T's
- Certificates of Achievement for CSU GE-Breadth or IGETC

2. Career Technical Education (CTE)

- Limited to programs in a CTE TOP Code
- May also include programs with transfer preparation as a goal if they have a CTE TOP Code

3. Local

- Includes programs developed for transfer preparation that are not ADT's
- Includes programs developed to address community need or other local consideration
- May include either transfer or local GE

C. Standards

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

1. Associate Degree for Transfer (AD-T)

- 60 semester units
- Minimum 18 semester units in major or area of emphasis
- Must use CSU GE-Breadth or IGETC
- May include transferable electives to reach 60 semester units
- No local graduation requirements
- Must align with structure of TMC
- Constituent courses must have either C-ID or articulation/transfer status with CSU as specified on the TMC and the Chancellor's Office Template

2. Associate Degree Classified as CTE

- Minimum of 60 semester units
- Minimum 18 semester units in major or area of emphasis as described in title 5, section 55063(a)
- Any GE pattern allowed by regulations, as determined by the college
- Must include local graduation requirements
- Must be offered in a vocational TOP Code
- Must be approved by appropriate Regional Consortium
- May be designed for both CTE and transfer preparation

3. Associate Degree Classified as Local

- Minimum of 60 semester units
- Minimum 18 semester units in major or area of emphasis as described in title 5, section 55063(a)
- Any GE pattern allowed by regulations, as determined by the college
- Must include local graduation requirements
- Must be offered in a non-vocational TOP Code
- May be designed to serve either transfer preparation and/or community needs

4. Certificate of Achievement Classified as CTE

- Minimum of 8 semester units
- Maximum of 59.5 semester units
- Minimum of two classes in the course sequence
- A certificate that requires 16 or more semester units of degree-applicable coursework must receive Chancellor's Office approval and must be called Certificate of Achievement
- A certificate that requires fewer than 16 semester units may be submitted for Chancellor's Office approval if it requires at least 8 semester units of degree-applicable coursework (if approved, it must be called a Certificate of Achievement)
- Must be offered in a vocational TOP Code
- Must be approved by appropriate Regional Consortium
- May be designed for both CTE and transfer preparation

5. Certificate of Achievement Classified as Local

- Minimum of 8 semester units
- Maximum of 59.5 semester units
- Minimum of two classes in the course sequence
- A certificate that requires 16 or more semester units of degree-applicable coursework must receive Chancellor's Office approval and must be called Certificate of Achievement
- A certificate that requires fewer than 16 semester units may be submitted for Chancellor's Office approval if it requires at least 8 semester units of degree-applicable coursework (if approved, it must be called a Certificate of Achievement)
- Must be offered in a non-vocational TOP Code
- Must be approved by appropriate Regional Consortium
- May be designed to serve either transfer preparation and/or lifelong learning needs

6. Certificate of Proficiency

- Maximum of 15.5 semester units
- Minimum of 2 classes in the course sequence
- A certificate that requires fewer than 16 semester units of degree-applicable coursework may be called a Certificate of Proficiency if it is not sent for Chancellor's Office approval
- A certificate that requires fewer than 8 semester units must be a Certificate of Proficiency
- A Certificate of Proficiency is not transcribed nor chaptered in the Chancellor's office

D. Required Elements of a Credit Program Proposal

1. Department

Select the course descriptor corresponding to the department the program is placed in.

2. Program Title

The full program title should make it easy to identify for students and faculty.

3. Award Type

Select one of the following award types

- AAT - Associate in Arts for Transfer
- AST - Associate in Science for Transfer.
- A.A. - Associate of Arts Degree
- A.S. - Associate of Science Degree
- COA - Certificate of Achievement (16 to fewer than 60 semester units)
- COP - Certificate of Proficiency (Non-transcriptable - fewer than 16 semester units)

4. Program Goal

Select one of the following program goals

- Transfer: All ADTs and Certificates of Achievement for CSU GE-Breadth or IGETC.
- Career Technical Education (CTE): Limited to programs in a CTE TOP Code. May include both CTE and transfer goals (not including ADTs).
- Local: All other AA and AS degrees and Certificates of Achievement, not in a CTE TOP Code, that are developed to meet locally defined needs consistent with the system mission, including transfer preparation. These degrees must align with a TOP Code.

5. Effective Date

The date at which the proposal becomes the official program. It takes a minimum of one year for an approved proposal to become the official program, and currently program effective dates can only be in a fall term.

6. TOP Code

The Taxonomy of Program (TOP) is a system of numerical codes used at the state level to collect and report information on programs and courses, in different colleges throughout the state, that have similar outcomes. The TOP was designed to aggregate information about programs. However, a TOP code must also be assigned to every program in our system. Each program should be given the TOP code that comes closest to describing the program goal and course content.

TOP codes should be determined with the help of your Dean and the Vice-President of Academic Services. See the [TOP Code Manual](#) for a list of codes.

7. Does the award also prepare students for transfer?

Select yes if the Local or CTE degree is designed to provide transfer preparation. This will open up a 2nd page titled Transfer Documentation. The proposal must demonstrate through the narrative and required documentation that required courses in the program substantially satisfy the lower division coursework requirements for the corresponding baccalaureate major or concentration. The submission must show a good-faith effort on the part of the college to assure that, to the extent possible,

- Courses will count not only for transfer elective credit, but, specifically, toward completion of a major after transfer;
- Courses required in the lower division will not have to be repeated in the upper division; and
- All major requirements, usually fulfilled in the lower division, can be fulfilled at the community college.

8. Next Program Review Year

Select the month and year the program will undergo program review. Title 5 requires CTE programs to be reviewed every 2 years. All other programs should be reviewed and updated at a minimum of every 5 years.

9. Apprenticeship

Select Yes if the program includes an apprenticeship. This will open up a second page where Apprenticeship requirements can be addressed. The [Division of Apprenticeship Standards](#) must be attached to all apprenticeship program proposals.

10. Distance Education

Determine what percentage of the program is approved to offer through Distance Education.

11. Rationale

Write a thorough and specific description of the background and rationale for the course modification or new proposal. This might include a description of a degree or certificate for which the course is required or the relationship of this course to other courses in the same or other disciplines. For new course proposals include a description of where the new course will fit into existing programs. Please note that a justification stating, 'student need' will not suffice.

12. Narrative

The program narrative is where the program is described and justified. Each type of program has similar narrative requirements:

- *Catalog Description* – includes program requirements, prerequisite skills or enrollment limitations, student learning outcomes, and information relevant to program goal
- *Program Goals and Objectives/Career Opportunities* – must address a valid transfer preparation, workforce preparation, basic skills, civic education, lifelong learning, or local purpose
- *Master Planning* – how it fits in the mission, curriculum, and master planning of the college and higher education in California
- *Enrollment and Completer Projections* – projection of number of students to earn the program annually.
- *Place of Program in Curriculum/Similar Programs* – how it fits in college's existing program inventory
- *Similar Programs at Other Colleges in Service Area* – justification of need for program in the region

13. Variations on Narrative Requirements

a. Associate Degree for Transfer (AA-T/AS-T)

Only the Program Goals and Objectives and Catalog Description items are required for the narrative. The catalog description must reflect the following:

- Completion of 60 semester units of degree-applicable courses

- Minimum overall grade point average of 2.0
 - Minimum grade of “C” (or “P”) for each course in the major
 - Completion of IGETC and/or CSU GE-Breadth
- b. Local AA/AS Degrees and Certificate of Achievement – Transfer Preparation**
Any non-AD-T/AS-UCT program sent to the Chancellor’s Office that has an additional goal of transfer preparation requires the following:
- Articulation documentation that shows a majority of courses for the major transfer as lower division preparation to a single university’s program
- c. AA/AS Degrees and Certificate of Achievement – CTE**
Any program sent to the Chancellor’s Office that has the goal of CTE requires the following:
- must address a valid workforce preparation purpose and may address transfer preparation
 - Career Opportunities – a list careers that a student can seek after completing the program
- d. Certificate of Proficiency**
Only the Program Goals and Objectives, Catalog Description, and Career Opportunities items are required for the Narrative.

14. Supporting Documentation

a. Associate Degrees for Transfer (AA-T/AS-T)

i. Chancellor’s Office Templates for Approved TMC

- The Chancellor’s Office develops a template for each approved TMC. The templates are located on the Chancellor’s Office Academic Affairs Division website (www.cccco.edu/aad) on the Templates for Transfer Model Curriculum webpage. All submissions must include a completed, current template.

ii. Course Identification Numbering System (C-ID), CSU General Education-Breadth, or Articulation Documentation

- The template specifies all courses that may be included in the ADT and the documentation required for each course when the degree is submitted for approval. Typically, all required core courses are identified by a Course Identification Numbering System (C-ID) descriptor, which sets the minimum standards for what should be included in the COR. When a C-ID descriptor is listed on the template, C-ID articulation is required for the course(s) to be included in that section of the template. Additional information on C-ID descriptors and C-ID articulation is located on www.c-id.net. However, courses pending C-ID approval over 45 days may be included in the degree if the program application demonstrates evidence that those courses have been submitted to and are under review in the C-ID System. Thus, for evidence, please submit a screenshot from the C-ID website that includes the date of submission, course name, and college.
- Courses on the template that do not need an approved C-ID descriptor require different documentation to justify the inclusion of the course. These include:
 - Articulation Agreement by Major (AAM) demonstrating lower division preparation at one CSU campus
 - CSU Baccalaureate Level Course List by Department (BCT) showing the courses are CSU transferable
 - CSU GE-Breadth Certification Course List by Area (GECC) identifying the transfer GE area(s) for which the course was approved

Faculty should work with the Articulation Officer to obtain the required documentation for the above.

b. Career Technical Education

In addition to a narrative, all new and substantially changed CTE Degrees and Certificates of Achievement must include:

- Labor Market Information and Analysis – a labor market study conducted by the Center of Excellence. You can request your COE LMI Data ([here](#))
- Advisory Committee Recommendation – includes advisory committee membership, minutes, date of meeting and summary of recommendations.
- Regional Consortia Recommendation Meeting Minutes – you must submit and receive approval from the Bay Area Consortium of Community Colleges (BACCC) The following information is required to populate the online BACCC portal (www.regionalcte.org):
 - Program Title
 - Submission Type (new or substantive)
 - TOP Code
 - Projected Start Date
 - Catalog Description
 - Enrollment Completer Projections
 - Program Award Type(s)
 - Program Goals and Objectives
 - Total Certificate Units
 - Units for Degree Major or Area of Emphasis
 - Total Units for Degree
 - Program Requirements: Course Sequence
 - Labor Market Information (LMI)
 - Goal of Program (CTE, Transfer, or Both)
 - List of similar programs at other colleges in the service area which may be impacted, including the name of the college, the name of the program that may be impacted, the name of the person the submitter contacted and the outcome of that contact.
 - Additional information (optional)

c. Transfer Preparation

If a program is designed to provide transfer preparation, as a component of or as the primary intent of the degree, then it must include at least one of the following documents to substantiate the alignment of the degree with transfer preparation standards. Appropriate documentation may include, but is not limited to, any of the following that sufficiently demonstrate this requirement:

- Programmatic articulation agreements
- ASSIST documentation verifying that a majority (51% or greater) of required courses in the program are articulated for the major (AAM) at the single baccalaureate institutions to which the program's students are likely to transfer
- Table of major requirements from the most recent catalogs, with catalog dates and page numbers cited, for targeted transfer institutions showing crosswalk with CCC program requirements

- Summary of lower division major preparation published or endorsed by relevant professional bodies or programmatic accreditors, with citations included
- Formal letters from the intended receiving institution that verify alignment of proposed program with their program curriculum

d. Local/Community Need

If a local program is intended to address a community need the college must submit related documentation, such as letters of support, survey results, or anything that provides evidence that the program fulfills a need of the community. When seeking approval for such programs, the intent must be clearly expressed in the narrative portion of the proposal.

15. Course Sequence

A course sequence lists all courses and units needed to earn the program and are broken into the following categories with the required units for each category listed.

a. Required Core

Courses in the required core section are required courses and typically do not contain any options.

b. Optional Courses

Optional courses are broken into Lists with the number of courses and units required for each List clearly stated - transfer degrees almost always have one or more lists identified on the TMC.

c. Additional General Education and Elective Units (degrees only)

All Associate Degrees and Associate Degrees for Transfer require additional general education courses to earn the degree. The minimum number of units for a degree is 60, so if the total number of required core and optional courses is below 60, students are required to complete elective degree applicable courses to reach 60. Individual courses are not listed in the section, just the number of units required.

d. Double Counting

Often Required Core and Optional Courses can be double-counted as General Education. Determining double counting is not easy, so please seek assistance from the Curriculum Chair or Articulation Officer.

VIII. NONCREDIT PROGRAMS

An education program is defined in title 5, section 55000(m), as "... an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education." All noncredit programs that receive state funding require Chancellor's Office approval. Programs and required courses classified as noncredit Career Development and College Preparation (CDCP) prepare students for employment or to be successful in college level-credit coursework. In accordance with title 5, section 55151, colleges may offer an approved sequence of noncredit courses that culminate in one of the following awards: Certificate of Competency, Certificate of Completion, or Adult High School Diploma. Once a program is approved, the noncredit courses that comprise a CDCP program will be eligible for enhanced funding pursuant to Education Code sections 84750.5 and 84760.5. CDCP certificates can be awarded in the following four noncredit categories: elementary and secondary basic skills, workforce preparation, short-term vocational program, English as a second language and vocational English as a second language (see Title 5, 55151).

For short-term vocational program proposals colleges must provide evidence of high employment potential in one of two ways. They can identify the area of instruction on the list of occupational titles with high employment potential (<http://www.labormarketinfo.ca.gov>) or attach another data source containing current labor market or job availability data with an explanation of how the data is verified.

A. Program Types

- Career Development and College Preparation (CDCP) Programs
 - Certificate of Competency
 - Certificate of Completion
- Adult High School Diploma
- Noncredit Apprenticeship Program
- Locally Approved Programs (Skills Certificates)

B. Career Development and College Preparation (CDCP)

1. Certificate of Competency

Pursuant to title 5, section 55151 colleges may offer a sequence of noncredit courses that culminate in a Certificate of Competency or a certificate in a recognized career field articulated with degree-applicable coursework, completion of an associate degree, or transfer to a baccalaureate institution. For students completing noncredit courses in a prescribed pathway, approved by the Chancellor's Office, that prepares students to take credit coursework including basic skills and ESL, a Certificate of Competency may be awarded. A noncredit Certificate of Competency means a document confirming that a student enrolled in a noncredit educational program of noncredit courses has demonstrated achievement in a set of competencies that prepares students to progress in a career path or to undertake degree-applicable or nondegree-applicable credit courses. The Certificate of Competency must include the name of the certificate and the date awarded, be identified by a TOP Code number and program discipline, and list the relevant competencies achieved by the student.

2. Certificate of Completion

Pursuant to title 5, section 55151 colleges may offer a sequence of noncredit courses that culminate in a Certificate of Completion or a certificate leading to improved employability or job opportunities. For students completing noncredit courses in a prescribed pathway, approved by the Chancellor's Office, leading to improved employability or job opportunities, a Certificate of Completion may be awarded. A noncredit Certificate of Completion means a document confirming that a student has completed a noncredit educational program of noncredit courses that prepares students to progress in a career path or to take degree-applicable credit courses. The Certificate of Completion must include the name of the certificate and the date awarded, be identified by a TOP Code number and program discipline, identify the goal of the program, and list the courses completed by the student.

C. Requirements for Approval

The requirements for approval are similar to credit certificates of achievement but do not require transfer preparation documentation or unit totals, and the course sequence uses number of hours instead of units.

IX. EFFECTIVE DATES

After a course or program is approved by the Curriculum Committee, it moves on for approval by the Board of Trustees and chaptering by the State Chancellor's Office. A course or program cannot be offered until it is published in a catalog or addendum. Chabot College works on a Fall Only effective date. It is recommended that a course author submit their proposal in the Spring semester 1.5 years before they would like the course or program date to be effective. A Spring submission gives the Curriculum Committee ample time to review the proposal and suggest any needed changes. Proposals submitted in Spring will become effective 1.5 years later, proposals submitted in the Fall semester will

become effective 1 year later. Keep in mind that articulation requests may delay the time in which the course can be offered. Please see the section on General Education, Transfer and C-ID for more information.

Once a proposal is approved and chaptered at the State Chancellor's office it will move into an approved status in META. Approved proposals will become active and viewable by the public on the first day of June 1st prior to the Fall semester of its effective date.

X. THE CURRICULUM REVIEW PROCESS

After a course author (faculty) launches a proposal in the curriculum management system (META), the proposal will be reviewed as follows:

Level 1 Review: Technical Review Committee:

- Curricular Area Faculty
- Curriculum Specialist
- Academic Services
- Articulation Officer
- OAC Division Rep
- CTE Manager (CTE Programs Only)
- Technical Chair

Level 2 Review

- OAC Chair
- Division Dean
- Curriculum Committee Chair

Level 3 Review

- Curriculum Committee Voting

APPENDIX

Please see the [Chabot College Curriculum Development Website](#) for links to resources for creating curriculum and tutorials.