Southwestern College

Curriculum Committee Handbook

2011-2012

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Adopted Spring 2011

The Southwestern College Curriculum Handbook was approved by the SWC Curriculum Committee on March 3, 2011 and approved by the SWC Academic Senate on APRIL 12, 2011. This handbook, as well as other curriculum development resources, is available at the Southwestern College Curriculum Committee Web site and can be found in Public Folders under Curriculum Committee.

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Mission of the Curriculum Committee

The purpose of the Curriculum Committee is to approve new and revised curriculum and academic policies to ensure compliance with Title 5 and California Education Code prior to submission to the District Governing Board for final approval. In addition, the Southwestern College Curriculum Committee provides guidance and oversight to ensure that all curriculum is sound, comprehensive and responsive to the evolving needs of our students as well as the academic, business, and local communities.

Southwestern College Mission

"Southwestern Community College District serves a diverse community of students by providing a wide range of dynamic and high quality educational programs and comprehensive student services.

The District provides educational opportunities in the following areas:

- associate degree and certificate programs
- transfer
- professional, technical, and career advancement
- basic skills
- personal enrichment
- non-credit adult education
- community services
- economic, workforce, and community development

We promote student learning and success by committing to continuous improvement that includes planning, implementation, assessment, and evaluation."

Mission of California Community Colleges

Commitment to Southwestern College's mission enables the College to accomplish the state-mandated mission for all California community colleges, which requires the institution to offer a variety of programs and services. According to California Education Code, 66010.1-66010.8, the California Community Colleges shall, as a primary mission, "offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school. Public community colleges shall offer instruction through but not beyond the second year of college. These institutions may grant the associate in arts and the associate in science degree."

In addition to the primary mission of academic and vocational instruction, the community colleges shall offer instruction and courses to achieve all of the following:

1. The provision of developmental instruction such as basic skills, precollegiate, and English as a second language courses are reaffirmed and supported as essential and important functions of the community colleges. Instruction in adult

noncredit curriculum and support services which help students succeed at the postsecondary level are instrumental to the mission of the college.

2. The provision of adult noncredit education curricula in areas defined as being in the state's interest is an essential and important function of the community colleges.

3. The provision of community services courses and programs is an authorized function of the community colleges so long as their provision is compatible with an institution's ability to meet its obligations in its primary missions.

4. A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.

5. To the extent that state funding is provided, the community colleges may conduct institutional research concerning student learning and retention when needed to facilitate their educational missions.

6. Southwestern College faculty are charged by Title 5 §55002(g)3 with the primary responsibility for making recommendations within the scope of the 10 +1 agreement between the district and the Academic Senate.

Primary Faculty Functions:

(a) Transfer Education provides lower division general education and major preparation courses leading to an associate degree and/or to transfer to a four-year college/university.

(b) Vocational Education provides education and training in selected occupational fields leading to job entry, advancement, retraining and certification, and to associate degrees.

Essential to the Primary Faculty Functions:

(a) Basic Skills Education provides transitional education programs and courses for students needing preparation to succeed in college-level work.

(b) Student Support Services provides student support services that enhance student success.

Additional Authorized Faculty Function:

(a) Noncredit Education and Self-Supporting Programs offer continuing education responsive to the professional, cultural, and developmental needs and interests of the community.

Chancellor's Office

All curriculum that needs approval by the state goes to the Chancellor's Office for approval. The California Community College Chancellor's Office curriculum handbook is entitled Program and Course Approval Handbook (March, 2009) and can be found at: http://www.cccco.edu/Portals/4/pcah_032009.pdf. The PCAH has been redesigned to include three modules (verbatim from PCAH):

1. Module 1: Introduction includes a history of program and course approval, curriculum development criteria, general information about approval procedures for both credit and noncredit programs and courses, and other general curriculum topics.

2. Module 2: Credit Curriculum describes the standards and criteria for credit course development, approval procedures for credit programs and courses, and instructions for completing applications for approval by the Chancellor's Office.

3. Module 3: Non-Credit Curriculum (under development) will describe the standards and criteria for the development of noncredit program and courses, including procedures and instructions for completing application for approval by the Chancellor's Office.

Criteria for Approval of Credit and Non-Credit Programs and Courses

According to the Program and Course Approval Handbook (PCAH) (March, 2009), there are five development criteria that the Chancellor's Office reviews to approve credit and non-credit programs and courses. They were derived from statue, regulations, intersegmental agreements, guidelines provided by transfer institution and industry, recommendations from accrediting institutions and the standards of good practice established in the field of curriculum design. Criteria for approval are the following:

1. Appropriateness to Mission (of the college and community)

2. Need (supported by data and documentation)

3. Curriculum Standards (as stated in the PCAH and the SWC Curriculum Handbook)

4. Adequate Resources (financial backing and/or facilities)

5. Compliance (with Ed. Code and Title 5 regulations)

Please consult current PCAH for more detailed information about any of the criteria.

Introduction to Curriculum Committee

The Curriculum Committee is a standing subcommittee of the Academic Senate.. The Committee reviews and approves new courses and programs, modifications, and inactivations, as well as recommends policy related to curriculum.

One of the primary goals of the Curriculum Committee is to promote and provide for a comprehensive curriculum and excellence in instruction. Southwestern College shall offer instruction in accordance with the mission of the California Community Colleges. The instruction may include, but shall not be limited to, programs in one or more of the following categories:

1.   Standard collegiate courses for transfer to higher institutions

2.   Vocational and technical fields leading to employment

3.   Counseling or guidance courses aimed at improving student success

4.   Basic skills, precollegiate, and English as a Second Language courses leading to enrollment and success in academic and vocational courses.

Academic Senate

Title 5 Section §53200 states: "The District shall consult 'collegially' with the Academic Senate, using the method described in Section §53200(d) of Title 5 which states that the District Governing Board, or such representatives as it may designate, and the representatives of the academic senate shall have the obligation to reach mutual agreement by written resolution, regulation or policy of the governing board effectuating such recommendations."

Curriculum Committee Meeting Schedule

The Curriculum Committee meets twice a month, on the first and third Thursday, to act on new and modified course and program proposals (providing that a quorum of at least seven voting members is present, a quorum being 50% +1 of the voting members). Additional meetings may be scheduled to accommodate the amount of pending curriculum.

Quorum for Committee Meetings

The Curriculum Committee requires that a quorum of at least seven voting members be present in order to convene and take action on curriculum. If six voting members are present, one of the voting members may move that a faculty resource member who has reviewed the curriculum and is familiar with the agenda be nominated to serve as a voting member for that particular meeting.

Curriculum Committee Voting Process

1. Meetings and voting will follow Robert's Rules of Order (Revised).

2. Faculty co-chair votes only in the event of a tie.

3. A committee member who has presented a course proposal may vote for his or her proposal.

4. As required by the Brown Act, voting is confined to voting committee members in open session.

Functions of the Committee

1. Approves all credit and noncredit courses prior to final approval by the District Governing Board. Courses must meet the standards set forth by the California Education Code and Title 5.

2. Approves all credit programs prior to final approval by the District Governing Board. Programs must meet the standards set forth by the Education Code and Title 5.

3. Approves program and course modifications or inactivations prior to final approval by the District Governing Board according to the standards set forth by the California Education Code.

4. Reviews, establishes and adopts the Curriculum Calendar prior to final approval by the District Governing Board and recommends necessary modifications as needed.

5. Approves graduation requirements and general education requirements for the Associate of Arts and Associate of Science degrees prior to final approval by the District Governing Board.

6. Approves, prior to final approval by the District Governing Board, transfer-level courses for submission to university systems such as the University of California and California State University for inclusion on the list of courses which satisfy the general education requirements.

7. Supports the development of new curricula.

8. Supports the inclusion of new curricula within the general framework of Academic Program Review for a School/Discipline.

Duties of the Committee

1. Supports the development of curriculum and educational programs according to the mission, strategic plan, policies, and objectives of the College and the District.

2. Provides leadership to all academic personnel of the College, both administrative and teaching, in the continuing development and modification of curriculum.

3. Authorizes the approval, denial, and recommended modifications of curriculum proposals.

4. Forwards its recommendations to the Vice President for Academic Affairs, who forwards these recommendations to the Superintendent/President for inclusion on the District Governing Board agenda for final approval of all curriculum.

Committee Composition

The Curriculum Committee membership shall consist of the following:

Co-Chairs:

    (a)   Academic Senate President-Elect (votes only in case of a tie)

    (b)   Vice President for Academic Affairs (nonvoting member)

School/Faculty Representatives—(voting members):

    (a)   Academic Senate Vice President

    (b)   Articulation Officer

    (c)   Library Representative

    (d)   Assessment

    (e)   Arts and Communication

    (f)   Business, Professional and Technical Education

    (g)   Continuing Education, Economic & Workforce Development

    (h)   Counseling and Personal Development

    (i)   Health, Exercise Science, and Athletics

    (j)   Language and Literature

    (k)   Mathematics, Science, and Engineering

    (l)   Social Sciences and Humanities

Faculty Resource Members (nonvoting members except as needed for quorum):

    (a)   Academic Technology Committee

    (b)   Disability Support Services

    (c)   Council of Chairs, Presiding Chair

Other Resource Members (nonvoting members):

    (a)   Associated Student Organization (ASO) Representative

    (b)   Curriculum Secretary

    (c)   Deans' Council Representative

    (d)   Dean of Instructional Support Services

    (e)   Instructional Support Services Supervisor

    (f)   Instructional Support Services Technicians (2)

A current Curriculum Committee roster is located in the Appendix and online at the Curriculum website.

Selection of Representatives

School Representatives are tenured faculty who are nominated by their respective Schools to serve a three-year term.

When a School has no assigned curriculum representative, the Curriculum Committee will table all curriculum from that School until such time as a representative is assigned and present.

Roles and Responsibilities of Committee Members

Co-Chairs:

    (a)   Provide training and updates to comply with Title 5.

        1.   According to Title 5 §55100(b)(2), "the district submits a certification by September 30th of each year verifying that the persons who will serve on the curriculum committee and others who will be involved in the curriculum approval process at each college within the district for that academic year have received training consistent with guidelines prescribed by the Chancellor on the review and approval of courses not part of educational programs."

    (b)   Facilitate Curriculum Committee meetings.

    (c)   Create and maintain Curriculum Committee documents.

    (d)   Assist in identifying key issues and coordinating activities related to the development of new policies and procedures.

(e)   Establish ad hoc committees as needed.

(f)   The faculty Co-Chair (Academic Senate President-Elect) will attend curriculum preview meetings to establish agendas and review other related documents.

(g)   Provide assistance to Committee members and other faculty in matters relating to the curriculum process.

(h)   Create and maintain the Curriculum Committee website with historical and current documents.

School/Faculty Representatives:

(a)   Inform their School/Discipline regarding curriculum changes and procedural issues on an on-going basis.

(b)   Maintain the quality, rigor, and integrity of curriculum by preparing for and participating in meetings.

  1.   Click on links located within meeting agenda to review curriculum prior to Curriculum Committee meeting. If, while reviewing curriculum, any concerns regarding content matter arise, contact the faculty originator and the appropriate Instructional Support Services technician in a timely manner. .

  2.   If a School/Academic Representative is absent for 3 consecutive Curriculum Committee meetings or has more than 5 total absences in a given semester, the faculty Co-chair will request a new representative from the School.

(c)   Provide the Committee with background data to support curriculum revisions, if necessary, in collaboration with discipline faculty.

(d)   Provide feedback and information from their School to the Committee regarding curriculum issues, such as distance education, cultural diversity, student learning outcomes, information competency, articulation and accreditation.

(e)   Participate on ad hoc committees as necessary.

The Articulation Officer:

(a)   Reviews four-year college, university, and Southwestern College catalogs to compare individual courses for possible four-year acceptance.

(b) Prepares new articulation agreements for submittal to articulation officers at four-year colleges.

(c) Keeps accurate records for course-by-course articulation agreements.

(d) Maintains major and general education agreements by college and by subject.

(e) Distributes up-to-date information to counselors, department heads chairs, faculty, students, and administrators.

(f) Prepares and publishes for student use transfer guides by major, course, and general education patterns.

(g) Maintains catalog sections on transfer courses and curriculum for current articulation information.

(h) Serves as a regular member of the Curriculum Committee.

(i) Prepares regular reports on current progress and issues for the Curriculum Committee.

(j) Reviews all new courses proposed in curriculum for the possibility of transfer.

(k) Interfaces between four-year college faculty and articulation officers and Southwestern College faculty to eliminate any problems concerning Southwestern College class transferability.

(l) Works closely with statewide UC, CSU, IGETC (Intersegmental General Education Transfer Curriculum) and community college officers to keep Southwestern College current on curriculum matters, general education agreements, and course articulation.

(m) Prescreens the College catalog annually for accuracy of transfer information and general education patterns for AA/AS, CSU and IGETC.

(n) Reviews Southwestern College course articulation agreements regarding course qualification for California Articulation Number (CAN) System.

(o) Submits courses to the CAN Office and maintains correspondence with this office regarding the process of CAN course certification.

(p) Serves on the State Community College Articulation Liaison Committee.

(q) Represents Southwestern College at the statewide articulation officers' meetings, the Region 10 officers' meetings, and other related conferences.

The Instructional Support Services (ISS) Supervisor:

    (a)   Provides technical support to the Schools, Departments, and Curriculum Committee for the curriculum approval process.

    (b)   Manages and implements multiple systems (eg: CurricUNET, Colleague, WebAdvisor) to maintain curriculum information, both current and historical, as well as to ensure interfacing between the systems.

    (c)   Develops and implements training activities for faculty, administrators, and support staff in the Schools, Centers, and other Departments on campus (eg: CurricUNET).

    (d)   Supervises the accuracy of the catalog and schedule as well as compliance with Title 5 in approved curriculum offerings and procedures of the District and the Chancellor's Office.

    (e)   Serves as liaison and resource person to the Curriculum Committee in the process of curriculum approval.

    (f)   Ensures the implementation of California Education Code and Title 5 Regulations.

    (g)   Serves as liaison to the Chancellor's Office regarding instructional and curricular inquiries.

    (h)   Attends curriculum preview meetings to review agendas and other documents.

    (i)   Collaborates with Co-Chairs in the development of Curriculum Committee agenda and facilitates curriculum preview meetings.

    (j)   Oversees and recommends improvements to CurricUNET and acts as a liaison with GoverNET.

    (k)   Attends curriculum preview meetings to review agendas and other documents.

The Dean of Instructional Support Services (ISS):

    (a)   Serves as liaison to the Deans' Council.

    (b)   Assumes responsibility for, supervises, reviews and monitors the work of ISS staff responsible for the production of the College schedule and catalog.

(c)   Maintains current knowledge of Title 5 as well as Educational Code
        regulations and changes.

(d)   Coordinates and implements the upgrading of computerized systems
        regarding curriculum processing in collaboration with the ISS Supervisor.

(e)   Assumes responsibility for the accuracy of the catalog and schedule as
        well as compliance with Title 5 in approved curriculum offerings and
        procedures of the District and the Chancellor's Office.

The Instructional Support Services (ISS) Technicians:

(a)   Maintain CurricUNET and provide technical support for CurricUNET.

(b)   Identify areas in the course outline which require editing (i.e., conversion
        of lecture/lab hours and unit credit granted, discipline names).

(c)   Assist faculty members in completing curriculum forms and review for
        accuracy before sign off.

(d)   Help reduce technical errors in course outlines submitted to the Curriculum
        Committee.

(e)   Receive, archive, and provide copies to the ISS Supervisor of all
        correspondence and information on curricular issues from the Chancellor's
        Office.

(f)   Attend curriculum preview meetings as needed to review agendas and
        other documents.

The Curriculum Committee Secretary:

The Curriculum Committee Secretary is assigned by the VP of AA in agreement
with the Academic Senate. The position reports to the Vice President of Academic
Affairs and should be at least an Administrative Secretary II for the purpose of
keeping minutes and other necessary related duties

(a)   Prepares and distributes the meeting agenda in collaboration with the
        Instructional Support Services Supervisor and the Academic Senate
        President-Elect.

(b)   Maintains accurate attendance records of all Committee meetings.

    (c)   Records the meeting proceedings and maintains the official records of the Committee's agendas and minutes as approved by the Academic Senate President-Elect.

Stand-Alone Certification

Effective fall 2007, in order to approve stand-alone courses, each district must complete a yearly training session to all curriculum committee members, staff, and administrators directly involved in curriculum processing. The faculty Curriculum Co-Chair is responsible for training all persons involved in the curriculum process. Documentation of training, which includes the Certification Form for Local Approval of Stand-Alone Credit Courses and a copy of the signatures list, must be received in the CA Community College Chancellor's Office by September 30 each year. The original signatures list and documentation of the stand-alone training must be archived in the ISS Office for auditing purposes. If a District fails to comply with this requirement of Title 5 Section 55100, it will lose the ability to locally approve stand-alone courses.

CREDIT CURRICULUM APPROVAL PROCESS

Overview

Under California Education Code and Title 5, development and modification of curricula are a primary responsibility of college faculty. Full-time discipline faculty serve as originators or co-contributors to formal curriculum proposals. Proposals for new or modified curriculum must be made in consultation with full-time discipline faculty. Community groups and advisory committees may recommend new courses or modifications of existing curricula to School Deans or full-time discipline faculty.

The content of curriculum proposals must satisfy criteria established by Departments, and Schools, the College, the District, and the state. Title 5 standards require greater specificity in the preparation of course outlines for associate degree courses, including an emphasis on the articulation of courses. Copies of these standards must be carefully reviewed before beginning the development of any proposal.

For new or modified curriculum to be scheduled or offered for the fall semester, the curriculum must:

1. be approved by the Curriculum Committee

2. follow the curriculum calendar deadlines

3. be approved by the Governing Board

4. be published in the college catalog

All proposals should follow published timelines established by the Curriculum Committee. Repeated disregard for curriculum timelines and procedures will cause

delay in the process and will be automatically reviewed by the committee, jeopardizing future approvals.

CurricUNET Course/Program Approval Process
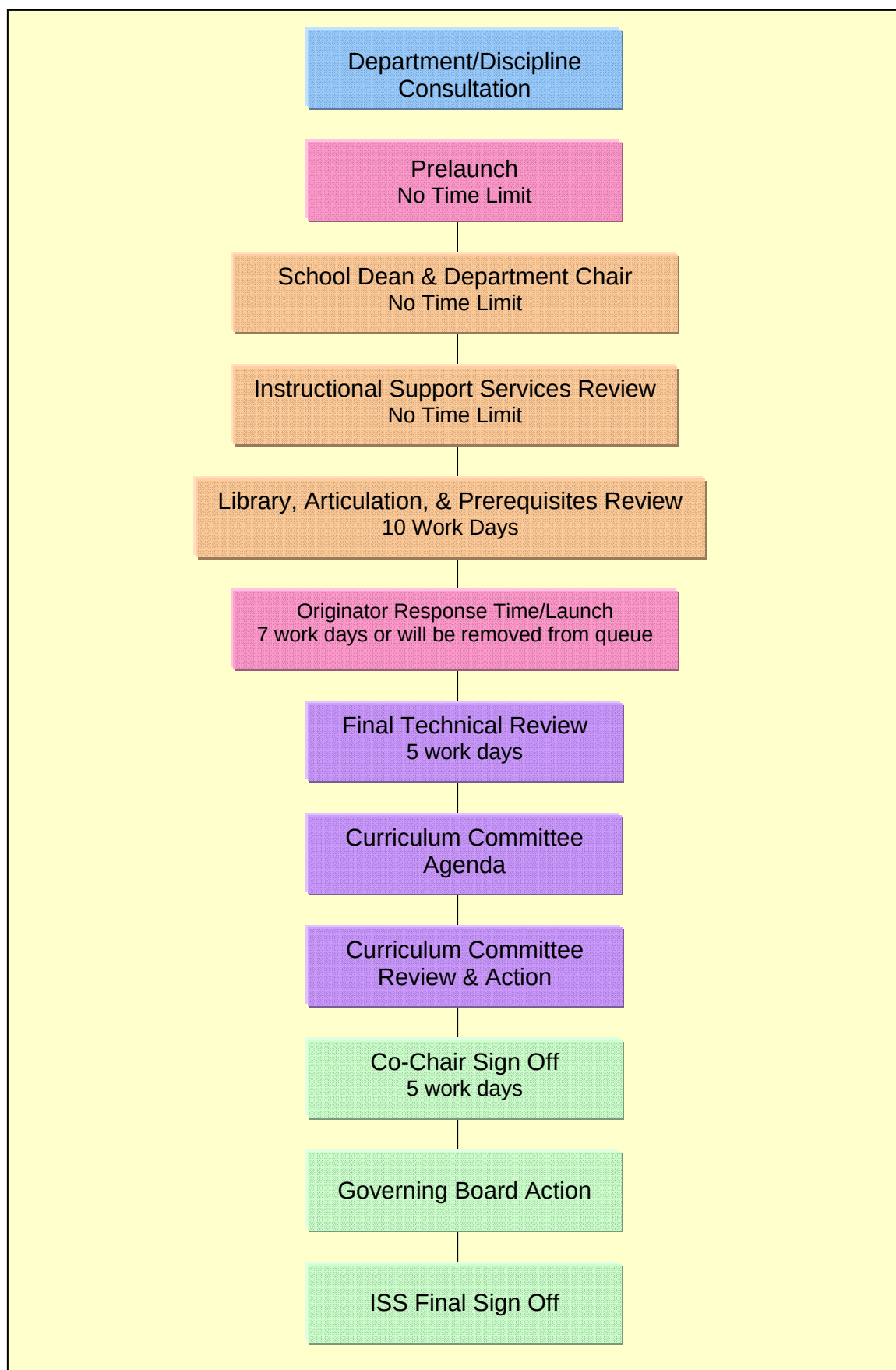
Prior to the introduction of curriculum to CurricUNET, the curriculum approval process begins with the discipline faculty member proposing new or modified curriculum to the department or discipline, including a review of the course impact report for modifications. Once approved by the department or discipline, the faculty originator then contacts the Office of Instructional Support Services in order to proceed with the following established curriculum approval process:

1. Prelaunch: (no time limit)
   The faculty originator prelaunches the proposed curriculum on CurricUNET.

2. School Dean & Department Chair approval: (no time limit)
   The School Dean and Department Chair review the proposal and indicate their approval by signing off on CurricUNET.

3. Instructional Support Services (ISS) Review: (no time limit)
   ISS technicians review and suggest technical or format changes to faculty originator.

4. Library, Articulation, & Prerequisites Review: (10 days)
   Library, Articulation, and Assessment faculty review and recommend curriculum changes to faculty originator. The system defaults to the next step if review has not occurred by end of 10 days.

5. Originator Response Time/Launch: (7 days)
   Faculty originator receives e-mail notification from ISS of recommended changes to proposed curriculum. The faculty originator is then responsible for reviewing and/or discussing the recommended changes with ISS within 7 days. Proposed curriculum will be removed from the queue if the recommended changes have not been addressed within 7 days of email notification.

6. Final Technical Review: (5 days)
   Final review by ISS Technicians, faculty originators, School Dean and Department Chair. If the Dean and Department Chair agree with the changes, the system defaults to the next step.

7. Agenda:
   Curriculum is scheduled on a Curriculum Committee agenda for committee action.

8. Curriculum Committee Review and Action:
   The Curriculum Committee meets.

(a) A discipline faculty member, Department Chair, and/or the School Dean needs to be present at the Committee meeting in order to provide background and justification for the proposed curriculum or to answer unforeseen questions by the Committee.

(b) The Committee may request or require revisions to the proposed curriculum. If there are questions or concerns that require further research by the discipline faculty member, the proposal will be postponed and rescheduled for a later date.

(c) Only curriculum with fewer than four significant changes requested by the Committee during a meeting will be considered for action. Curriculum with more than four changes may be postponed.

(d) After review and discussion, the Committee will vote to approve, deny, or table the proposed curriculum.

9.   Co-Chair Sign Off: (5 days)
       Co-Chairs electronically sign off approved curriculum on CurricUNET. The ISS Office creates a monthly Curriculum Summary for the Vice President for Academic Affairs. This summary is then taken by the VPAA to the Superintendent/President's Office for inclusion in the next available Governing Board agenda for final action.

10. Governing Board Action:
     Governing Board reviews the Curriculum Summary and takes action to approve, deny, or table it.

11. ISS Final Sign Off:
     The ISS Office follows up on curriculum to ensure proper submittal to regional deans, if required, and to the Chancellor's Office.

Flowchart: CurricUNET Approval Process

The flowchart on page 22 was adopted by the Curriculum Committee on May 1, 2008.

Department/Discipline
Consultation

Prelaunch
No Time Limit

School Dean & Department Chair
No Time Limit

Instructional Support Services Review
No Time Limit

Library, Articulation, & Prerequisites Review
10 Work Days

Originator Response Time/Launch
7 work days or will be removed from queue

Final Technical Review
5 work days

Curriculum Committee
Agenda

Curriculum Committee
Review & Action

Co-Chair Sign Off
5 work days

Governing Board Action

ISS Final Sign Off

Curriculum Requiring Curriculum Committee Review

1. All new curriculum

2. A major curriculum modification is called a "major change" and must adhere to statutory or regulatory curriculum standards. A course outline modification deemed "major" must be reviewed by the full Curriculum Committee to determine that standards are not negatively affected by the course modifications. Major changes are placed on the Curriculum Committee agenda for review and action. The curriculum may be pulled from the agenda for discussion, but no comment is required prior to a Committee vote. Examples of major changes include:

   (a) Change in course designator (discipline and/or number and/or alpha character)

) Change in Same As courses (formerly known as dual designator)

   (c) Add/drop from an associate degree or certificate program (must continue to be of two year or less duration)

   (d) Add/drop from the associate degree general education list

   (e) Modifications to curriculum that affect the course description, core content, or objectives

   (f) Change in mode of delivery (F2F, hybrid, or online)

   (g) Change in prerequisites, corequisites, or limitations on enrollment

3.
                                        A "minor change" cannot be substantive and must adhere to statutory or regulatory curriculum standards. Elements of the course outline deemed to be minor changes are determined by the Committee. Minor changes can be placed on the consent agenda for full Committee vote and may follow a separate approval path in CurricUNET. The item may be pulled from the consent agenda for discussion. Otherwise, no comment is needed prior to a full committee vote.

   Examples of minor changes include:

   (a) Change in course number (within college policy)

   (b) Change in course title

   (c) Changes in the textbook and/or instructional materials only

(d)   Changes in methods of instruction, assignments or methods of evaluation that continue to enable students to meet objectives and fully cover the stated content

(e)   Addition of a focus area to a special topics course list for the next letter in the sequence

(f)   Course inactivation

(g)   Experimental 295 courses

(h)   Technical corrections that do not require Committee review

(i)   Change in recommended preparation or recommended concurrent enrollment

4.   The term "Substantive change" is used by the Accrediting Commission for Community and Junior Colleges (ACCJC). Substantive changes may require submission of a substantive change report to ACCJC along with a $500 fee. Substantive changes include all of the following:

(a)   Change in mission, scope, or name of the institution
   o   A change in the purpose or character of the institution.
   o   A change in the degree level from that which was previously offered by the institution.
   o   Any change in the official name of the institution.

(b)   Change in the nature of the constituency served
   o   A change in the intended student population.
   o   The closure of an institution.

(c)   Change in the location or geographical area served
   o   Offering courses or programs outside the geographic region currently served.
   o   Establishing an additional location geographically apart from the main campus at which the institution offers at least 50% of an educational program.
   o   Closing a location geographically apart from the main campus at which students were able to complete at least 50% of an educational program.

(d)   Change in the control of the institution
   o   Any change in the legal status, form of control, or ownership of the institution. The ACCJC requires a visit within six months of the change of status, form of control or ownership.
   o   Merging with another institution.
   o   Contracting for the delivery of courses or programs in the name of the institution with a non-regionally accredited organization.

  o A change by a parent institution of one of its off-campus sites into a separate institution.

 (e) Change in courses or programs or their mode of delivery that represents a significant departure from current practice
  o Addition of a program or courses that represent a significant departure from an institution's current programs or curriculum.
  o Addition of a new degree or vocational certificate program that represents a significant departure from an institution's current programs.
  o Addition of courses that constitute 51% or more of a program available to be offered through a mode of distance or electronic delivery.

 (f) Change in credit awarded
  o An increase of 50% or more in the number of credit hours awarded for the successful completion of a program.
  o A change from clock hours to credit hours.

 (g) Any other significant change
  The ACCJC reserves the right to request reports and visits to assess the effects of any change it deems to be a significant departure. These changes, because they may affect the quality, integrity, and effectiveness of the total institution, are subject to review prior to as well as subsequent to implementation. Institutions have reported loss of federal financial aid when substantive changes were not approved by regional accrediting bodies.
  For more information on Substantive Changes see the ACCJC website: http://www.accjc.org/pdf/Substantive_Change_Manual_August_2008.pdf.

Emergency Curriculum Approval Process

Emergency curriculum approval shall be considered a process of last resort and shall not be used to circumvent the regular curriculum approval process. Emergency proposals will be rigorously scrutinized and will be granted only to proposals that can identify and support valid reasons in one or more of the following areas:

 A. Title 5 mandates

 B. Western Association of Schools and Colleges (WASC) Accreditation standards

 C. Licensure and/or Certificate requirements

 D. Significant errors in active Course Outline of Record (COR), programs and/or degrees requiring immediate modifications that go beyond clerical or technical changes

 E. Grant funding requiring rapid creation or modification of courses or programs

F.   Immediate or urgent community need as demonstrated by valid qualitative or quantitative data unique to the situation

The emergency curriculum approval process must then follow these steps:

1.   Rationale:
     The full-time discipline faculty member contacts the Academic Senate President-Elect to explain the emergency and provide a valid rationale.

2.   Consultation:
     Academic Senate President-Elect discusses the curriculum and emergency situation with the full-time discipline faculty member. The Co-Chair may require consultation with the School Dean as well as departmental approval. In addition, the Co-Chair may ask for any data and may require a meeting to discuss the emergency request with other discipline faculty, School Dean(s), cognizant Vice Presidents and/or other college personnel (eg: Articulation Officer, Assessment Officer, and/or ISS).

3.   Co-Chair Action:
     Academic Senate President-Elect confers with Vice President for Academic Affairs in order to take action (approve or deny) on the emergency curriculum. Academic Senate President-Elect may also confer with Academic Senate President. If approved, both Co-Chairs sign off on the emergency curriculum without the review of the entire Curriculum Committee.

4.   Notification of Action:
     The Academic Senate President-Elect notifies faculty in writing of the action taken on the emergency curriculum and explains the action. Item is added to the Informational Items on the next Curriculum Committee agenda along with date of approval.

5.   Governing Board Agenda:
     If approved, the Vice President for Academic Affairs includes the emergency curriculum in the Curriculum Summary report and forwards this document to the Superintendent/President's Office for inclusion on the next Governing Board agenda for final approval.

6.   Governing Board Action:
     Governing Board reviews and takes action (to approve, deny, or table) on emergency curriculum. Course may not be offered without Governing Board approval.

7.   Final Processing:
     Once approved by the Governing Board, ISS follows up on emergency curriculum to ensure proper submittal to Chancellor's Office, if required.

CREDIT COURSE OUTLINE OF RECORD (COR)

Legal Definition

According to Title 5, Section 55002 (a) (3): "The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, the expected number of contact hours for the course as a whole, the prerequisites, corequisites or advisories or recommended preparation (if any) for the course, the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students."

Purpose of Course Outline

The course outline is the official document of record, and all instructors teaching the course must create their syllabi in accordance with the COR. .

Authorship of the Course Outline
Full-time discipline faculty are responsible for curriculum in their department. Thus, at least one full-time discipline faculty member will participate in course outline development.

1. **Faculty Originator**

    The Faculty Originator may be either a full-time or part-time discipline faculty member. If the Faculty Originator is a part-time discipline faculty member, then the committee requires a full-time discipline faculty co-contributor. The Department Chair may request the assistance of the School Dean to identify full-time discipline faculty members who will assist in the development or modification of course outlines when necessary.

    In disciplines where there are no full-time faculty, the Department Chair may request the assistance of the School Dean to identify a part-time discipline faculty member who will collaborate with and assist the department chair in the development or modification of course outlines.

2. **Co-Contributors**

    The Co-Contributor may be either a full-time or part-time discipline faculty member. The committee requires a full-time discipline faculty co-contributor if the Faculty Originator is a part-time discipline faculty member. Deans or directors may be co-contributors at the discretion of the full-time discipline faculty member on the proposal.

3.   Interdisciplinary Consultation

Curriculum proposals that include content from other disciplines are required to provide written evidence of consultation with Full-Time discipline experts from all disciplines involved. In addition, proof of consultation will be evident by the inclusion of an interdisciplinary full-time faculty member as co-contributor on the proposed curriculum.

Relationship of the Course Outline to Each Instructor's Syllabus

The course outline is a general framework which sets the standard for how the course shall be taught. The course outline states:

1.   units

2.   the course description, course objectives and the scope of the course

3.   the types of course materials, texts and evaluations

4.   provides examples of course materials, texts, assignments, and evaluations

In contrast to the course outline, the syllabus presents instructors' individual detailed plans for the course section they teach. For specific syllabus requirements and information, please refer to the Tenure Review and Faculty Evaluation Manual.

Specificity and Prescription

A course outline must be specific enough to guide instructors in the development of their courses as well as to guide those who evaluate and assess these courses. However, it must be general enough to provide each instructor with the freedom to create variations regarding methods, and course materials which reflect his or her own teaching styles and subject expertise, as well as meet special student learning needs.

This freedom to create variations may be restricted only when one or more of the following conditions apply:

1.   existing licensing or accrediting bodies have mandated such restrictions

2.   subsequent courses, for which the course in question is a prerequisite, require a specific knowledge base and/or skill level

3.   articulation agreements for the transfer of credits for the course in question require such restrictions

4.   inclusion in the SWC Honors Program

5.   through general consensus, the faculty in a department or school establish restrictions that best serve the College's academic program

Dissemination of Course Outline

The course outline must be made available to all instructors teaching a section of the course. The School Dean or designee will advise new part-time instructors to make their syllabi compliant with the course outline.

Documentation File

Each school will establish and maintain a documentation file for every course. This file must be updated at the beginning of each semester with the syllabi and other materials used by all instructors teaching the course. Official course outlines will be available on CurricUNET (www.curricunet.com/Southwestern).

Conducting a Course
All sections of the course are to be taught by instructors who meet Title 5 minimum qualifications for the discipline.

CREDIT CURRICULUM PROPOSAL OPTIONS
Types of Courses

1. **General Education** courses fulfill general education requirements and must:

    (a) require postsecondary level skills in reading, writing, and critical thinking.

    (b) be an introductory or survey course.

    (c) improve students' abilities to perform one or more of following:
        o   communicate oral and written ideas effectively
        o   define problems, design solutions, and/or critically analyze results
        o   work independently
        o   work effectively and cooperatively with others
        o   develop and question personal and societal values, make informed choices, and accept responsibility for one's decisions
        o   acquire the curiosity and skills essential for lifelong learning
        o   function as active, responsible, ethical citizens.
    (d) impart an analysis and working knowledge of one or more of the following:
        o   our shared scientific, technological, historical, and artistic heritage, including the contributions of women, ethnic minorities, and members of non-Western cultures
        o   the earth's ecosystems, including the processes that formed them and the strategies that are necessary for their maintenance
        o   the interconnections between human social, political, and economic institutions and behavior.

o   the psychological, social and physiological dimensions of men and women as individuals and as members of society.

For a complete description of the College and District's policies on general education, including information on programs, degrees and transfer, please refer to the College catalog.

2. **Basic Skills** courses are courses in reading, writing, computation, and English as a Second Language which are designated by the community college district as nondegree-applicable credit courses.(Title 5 55002(b)).

3. **Career Technical Education (CTE) and Work Experience** courses are courses intended primarily for employment preparation. For both credit and noncredit career technical education (CTE) courses and programs are those that respond to economic development interests. CTE programs must include a recommendation for approval from the appropriate Career Technical Education Regional Consortium. (PCAH, Criteria B page 3).

PREREQUISITIES, OTHER REQUISITES AND ADVISORIES
Overview

Title 5 regulations (Sections §55201 and §55202) govern the establishment and enforcement of prerequisites in the community colleges. Each college must implement a process for establishing requisites and advisories. The college must ensure:

1. Each prerequisite and corequisite is "necessary and appropriate."

2. Each course having any prerequisite(s) and/or corequisite(s) is taught in accordance with the course outline of record.

3. All prerequisites and corequisites are proven to be "necessary and appropriate" by undergoing a review at least every six years.

4. Students have the right to challenge any prerequisite or corequisite through the process established by the Assessment Office.

The specific purpose of a prerequisite is to establish a baseline of skills for a given course so a student who does not possess those skills would be highly unlikely to succeed in that course. The purpose of a corequisite is to identify specific skills in one course that would simultaneously enable a student to meet the expected outcomes of a second course.

A prerequisite or corequisite may be established for one or more of the following purposes.

1. The prerequisite or corequisite is expressly required or authorized by statute or regulation.

2. The prerequisite or corequisite will assure that a student has the skills, concepts, and/or information needed to receive a satisfactory grade in the course.

3. The prerequisite or corequisite is necessary to protect the health and safety of the student and/or other students.

4. The prerequisite or corequisite is required by four-year institutions.

Southwestern Community College District Policy 7025 calls for "caution and careful scrutiny" in establishing prerequisites "in order to foster the appropriate balance between student rights and academic integrity."

The Chancellor's Office monitors all colleges' use of prerequisites through Matriculation Technical Assistance Program Reviews. Each review is essentially a site visit by representatives of the Chancellor's Office and peers from other colleges designed to ensure compliance with Title 5 regulations. It is not uncommon for these reviews to result in cease and desist orders for programs out of compliance with regulations.

Properly established prerequisites benefit everyone.

1. Students know what is expected of them without being denied access.

2. Instructors can work with students who are fully prepared to handle the standards of the course.

3. The College has efficient and effective educational programs.

4. Academic standards and student success are enhanced.

Requisites

Requisites are college-enforced requirements students must meet prior to enrollment in a course. There are three types of requisites:

1. Prerequisite: A prerequisite is a course or qualification that must be satisfactorily completed before a student may register for another course. A minimum grade of "C" or "Credit" must be earned in the prerequisite course.

2. Corequisite: A corequisite is a course that must be taken at the same time as another course

3. Limitations on enrollment: A limitation on enrollment may be any of the following:

(a) performance courses may require students to try out or audition prior to enrollment

(b) enrollment in blocks of courses or sections may be a requirement for special programs

(c) enrollment in some courses may be limited by statutory, regulatory, or contractual requirements

Advisories

Advisories are <u>non-enforced</u> recommendations that students are encouraged to follow to improve their chances of success. Enrollment may not be denied to any student who does not meet one of these non-enforced recommendations. The two types of advisories are:

1. Recommended preparation
   This advisory refers to previous training or coursework that helps a student successfully complete a subsequent course.

2. Recommended concurrent enrollment
   This advisory refers to a course that a student has been recommended to complete—but is not required to complete—while enrolled ~~for~~ in another course.

Establishment and Enforcement of Prerequisites at Southwestern College

Within their own disciplines, full-time faculty establish course prerequisites and corequisites. Once established, prerequisites must be implemented consistently. Proper enforcement of prerequisites means that:

1. Students are required to meet the conditions of enrollment in a course

2. Enrollment in the course is restricted to students who meet the prerequisite

3. Students are provided with procedures for challenging prerequisites

Once a prerequisite has been legally established and adopted for a course, all students wishing to enroll in that course must meet the prerequisite. Prerequisites must be enforced consistently. Instructional and counseling faculty and/or other staff cannot waive course prerequisites. However, students may challenge prerequisites, corequisites and limitations on enrollment when they can provide evidence of comparable knowledge or skills demonstrated through alternate coursework, portfolios of work completed, work experience, and other grounds explained in the catalog.

Prerequisites are enforced both at the time a student registers for courses and when adding a course after the semester/term begins.

Prerequisites may be met by satisfactory completion of equivalent coursework at another college or university. If prerequisites were completed at another college or university, students must submit the necessary prerequisite evaluation request form to the Assessment Center along with copies of appropriate transcripts and/or assessment results. Some prerequisites may also be fulfilled by satisfactory results on the appropriate Southwestern College assessment.

Level of Scrutiny

The method to establish requisites and advisories is called the level of scrutiny. As outlined by the regulations, the level of scrutiny varies with the type of course for which the prerequisite is required. There are four levels of scrutiny used to determine requisites and advisories:

1. Basic Content Review

    (a) For advisories—identification of skills that students must have but are not necessary to pass the course

    (b) For requisites—identification of skills without which students are highly unlikely to succeed

2. Documented Content Review: Evidence which demonstrates the prerequisite skills are covered in the prerequisite course

3. Three UC/ CSU institutions require the prerequisite for equivalent courses

4. Data Collection and Analysis

Level of Scrutiny Required for Each Requisite and Advisory

A table of the different types of requisites and advisories and their required level of scrutiny can be found in the appendix

Content Review

Each college must establish its process for content review. All content review begins with an analysis known as basic content review. In reviewing a course, discipline faculty identify skills students must have but are not necessary to pass the course. This process is all that is needed when establishing advisories (recommended preparation or recommended concurrent enrollment). Though the advisory is not required, the intent is to advise students that certain skills, knowledge, or information might enhance their success in a course.

Basic Content Review: Required Steps

1. Faculty teaching a course examine their syllabi, texts, and exams, so they can verify their adherence to the course outline. From these class materials, the instructors identify their expectations for entrance abilities, skills, and knowledge of the students. These expectations could be manifested in the reading level of the material, requirements for oral and written presentations, or the ability to perform basic mathematical operations. Each expectation must be related to the course content.

2. From the identified expectations, the instructors list the skills they believe students must have but are not necessary to pass the course. If the faculty believe students would be highly unlikely to succeed without any of these previously-acquired skills, then the faculty must consider proposing a prerequisite.

3. The faculty agree on the skills to recommend.

4. The faculty then identify the most appropriate or meaningful means by which students can acquire the recommended skills. The typical means is another course, but it is also possible to have non-course advisories. Examples of recommended preparation include:
    o A reading course for history class
    o A high school biology course for a college biology class
    o Typing speed
    o Knowledge of the keyboard

5. Using the approved form, faculty submit their recommendation(s) to the Curriculum Committee for approval. The submission will include a brief rationale which summarizes the process used by the faculty.

Documented Content Review: Required Steps

For establishing requisites, the content review also begins with a basic content review but with a higher level of rigor. In reviewing a course, discipline faculty identify skills without which students are highly unlikely to succeed in the course. If the instructors identify another course that would provide students with these skills and that course is located within the same course sequence as the target course, then the process moves to a documented content review.

A documented content review is a rigorous, systematic process conducted by faculty to determine what is necessary and appropriate in establishing prerequisites and corequisites. This is done on a course-by-course basis. In addition to helping ensure appropriate student preparation, content review also helps establish consistency among multiple sections of a course. The required steps follow:

1. Once faculty have determined that the previously-acquired skills are necessary for student success (i.e., The faculty believe students would be highly unlikely to succeed without any of these skills.), they must present evidence that the identified prerequisite skills are covered in the proposed prerequisite course.

2. A grid analysis is used to demonstrate the proposed prerequisite course does indeed teach the requisite skills. The faculty compare the exit skills for the prerequisite course with the entering skills for the target or outcome course. On the grid, faculty indicate with a simple checkmark where the two sets of skills match. Once the grid is completed, it is examined by faculty to determine if the requisite entering skills are met by the prerequisite course.

   (a) If the two sets of skills are substantively identical, then the choice of the prerequisite course is a good one.

   (b) If the two sets of skills do not clearly match, the faculty must consider whether implementing the proposed prerequisite course is justified. Faculty may want to consider alternative approaches (i.e., If the exit skills of the proposed course are greater than the expectations listed for the target course, the proposed course could be changed to a recommended preparation or an alternative prerequisite could be considered). Faculty may also want to consider further discussion regarding perceptions about the curriculum, including the possibility that gaps in the curriculum have been identified.

3. Using the entry skills form in CurricUNET, faculty submit recommendation(s) to the Curriculum Committee for approval.

Data Collection

Data collection component must occur when the prerequisite is (1) a communication or computation skills course for a course not in those disciplines, (2) an assessment, or (3) a recency of skills or knowledge. When data collection and analysis is required, the Office of Institutional Research will assist disciplines and programs in conducting and/or obtaining data regarding student success relative to prerequisite requirements. If the data shows the proposed (or existing) prerequisite does have a significant impact on student success (i.e., the data shows that students are highly unlikely to succeed without the prerequisite skills), then the prerequisite requirement is validated. If the data shows otherwise, then implementing the proposed prerequisite course is not justified and faculty need to consider if the proposed prerequisite course must now be used as an advisory or not used at all.

Additional Rules

1. Prerequisites, corequisites, limitations on enrollment, and advisories must be identified in the College's publications as well as in official course outlines.

2. Prerequisites establishing communication or computational skill requirements may not be established across the entire curriculum unless they have been established on a course-by-course basis.

3. The determination of whether a student meets a prerequisite shall be based on successful completion of a course or an assessment using multiple measures.

4. Whenever a corequisite is established, sufficient sections shall be offered to accommodate all students required to take the corequisite. A corequisite shall be waived if space is not made available.

5. No exit test may be required to satisfy a prerequisite or corequisite unless it is incorporated into the grading for the prerequisite or corequisite course.

6. The determination of whether a student meets a prerequisite shall be made prior to his or her enrollment in the course requiring the prerequisite. The determination of whether a student meets a prerequisite is not up to the discretion of faculty.

7. Communication or computational skills courses may be established as prerequisites or corequisites in other disciplines only if, in addition to conducting a content review, the District uses sound research practices to gather data that shows a student is highly unlikely to succeed in the course without meeting the prerequisite or corequisite. For example, if the Business discipline wants to establish an English 115 prerequisite for one of its courses, then sound data analysis must be used to validate the course as a prerequisite in addition to the Business Department's content review.

Significant changes from the CA Chancellor's Office regarding the role of prerequisites, corequisites and limitations on enrollment will trigger a review of this section of the CC handbook.

GUIDELINES FOR WRITING CREDIT CURRICULUM PROPOSALS

All recommendations for new courses, modifications of curriculum, transfer of courses from one School to another, or any other modifications of curriculum shall be presented to the Curriculum Committee. Faculty are required to use CurricUNET (www.curricUNET.com/Southwestern) to develop new courses/programs or make modifications to existing courses/programs.

Courses may be grade only, credit only, or grade or pass/no pass option available and must meet the requirements and standards as established by the Board of Governors of the California Community Colleges. Proposed courses shall meet the following criteria if they:

(a) respond to or reflect community or student needs.

(b) are compatible with philosophy and objectives of the College.

(c) reflect cost considerations.

(d) do not duplicate existing courses, except for dual designations.

(e) are limited to lower-division.

Rationale

Modified curriculum must contain a rationale statement for major and minor changes. This statement is necessary for many reasons, including, but not limited to, the justification for articulation, historical recordkeeping (e.g. change in designator) and defense of rigor. New courses also require a rationale. An example of a course modification rationale is provided below:

ENGL 115 Modification Rationale
"The prerequisites are being updated to better reflect necessary entry skills. The implementation date corresponds to the new AA/AS requirements. In order to update the course overall and increase student success, course objectives, core content, assignments, and textbooks have also been revised and made more rigorous. As a result, the course is being changed from 3 lecture/1 lab hour to 4 lecture hours. The most recent ENGL program review supports these changes which will more closely align the program with San Diego State University's RWS 100 class."

Course Outline of Record (COR)

Course outlines must be free of grammatical errors. A thorough technical review must be accomplished during the pre-launch phase of the approval process in CurricUNET.

*Note: To settle any disputes about grammar, the Committee will refer to The Gregg Reference Manual by William A. Sabin (10th ed.).

Review

All course outlines submitted to the Curriculum Committee are subject to thorough review. Outlines containing four (4) or more significant errors at a Curriculum Committee meeting will be postponed or tabled. The faculty originator(s) must address recommended changes, corrections and/or omissions before the curriculum is acted upon by the Committee again.

Credit Hours

Title 5 §55002.5 requires a minimum of 48 hours of lecture or laboratory for one unit of credit. For each hour of lecture the course should require two hours of outside class study (homework) and/or assigned out of class activity. For example, a one unit class includes:

16 hours of classroom time

        + 32 hours of homework
        = 48 hours total student learning time

For laboratory classes one unit equals three hours in class per week. Laboratory or activity classes, however, may require minimal study/work outside of class meetings.

Units to Hours Conversion Table				
Units	Lecture Hours	Laboratory hours	Lec/Lab Hours Total	Minimum Hours
.5	.5	1.5	1.5	24
1	0	3	3	48
1	1	0	1	16
2	0	6	6	96
2	1	3	4	64
2	2	0	2	32
3	0	9	9	144
3	1	6	7	112
3	2	3	5	80
3	3	0	3	48
4	0	12	12	192
4	1	9	10	160
4	2	6	8	128
4	3	3	6	96
4	4	0	4	64
5	0	15	15	240
5	1	12	13	208
5	2	9	11	176
5	3	6	9	144
5	4	3	7	112
5	5	0	5	80
6	0	18	18	288
6	1	15	16	256
6	2	12	14	224
6	3	9	12	192
6	4	6	10	160
6	5	3	8	128
6	6	0	6	96
12	12	0	12	192

Teaching Lab Status (TLS)*

*This section of the handbook defines Teaching Lab Status for the purposes of developing curriculum. Scheduling courses with a Teaching Lab status designation requires negotiation between the college district and the S.C.E.A.

Laboratory courses that require extensive preparation and student evaluation may qualify for Teaching Lab Status (TLS) LHE. The load values for TLS courses are based on one LHE per hour of class time scheduled. To obtain TLS status, the course must clearly comply with the criteria set out for lecture courses. To modify a course to qualify for TLS status, change lab hours to lecture hours and include a valid justification based on specific teaching methodology. When creating new courses, provide as part of the new course rationale valid justification for TLS status based on specific teaching methodology.

Discipline Designators

Discipline designators must be written in capital letters (i.e., ACCT, DANC, or ENGL).

Course Designators

Course designators, or numbers, are provided by your assigned ISS Technician. Changes to assigned course designators may occur only as a result of collaboration between discipline faculty and the School Dean. The course title must clearly identify the course. Title changes may occur only as a result of collaboration between discipline faculty and the School Dean.

Acronyms

Acronyms may be used throughout the document after they have been spelled out the first time they are used. For example, Local Area Network (LAN).

Discipline Terms

Explanation of discipline terms (such as proficiency levels or titles of professional organizations, such as ACTFL) must be included in the course description.

Articulation

Faculty must refer to the following Web site: Articulation Systems Stimulating Inter-institutional Student Transfer ASSIST (www.assist.org) to determine what courses are being offered by other 2- and 4-year colleges and universities in California. New courses intended for transfer should include a comparable course from a university or college as part of the new course rationale.

Guidelines for Certifying Transferable Courses to CSU System

A course may be certified as baccalaureate-level if it meets the following criteria:

1. It is a course that is either:

(a)   equivalent in scope and content to any existing baccalaureate-level course which is part of a degree program at a Western Association of Schools and Colleges accredited four-year institution in California, or

(b)   not equivalent to an existing baccalaureate-level course, but it is designed and recommended by a Western Association of Schools and Colleges accredited California Community College as having scope and content appropriate for a baccalaureate degree.

2.   It requires either:

(a)   functional communication and/or computational skills if it is not primarily a performance course, or

(b)   appropriate entrance level motor skills if it is primarily a performance course (e.g., art, music, dance).

3.   The course enhances the understanding of intellectual, scientific, and cultural traditions.

4.   The course enhances the understanding of occupational and professional fields generally requiring experience in higher education as prerequisite to employment in such fields.

5.   The course provides instruction in occupational fields not generally requiring experience in higher education as a prerequisite to such fields may be considered baccalaureate-level if its emphasis is on providing a general introduction to the field, focusing on appreciation of and orientation to the field rather than only immediate employment.

Critical Thinking
The course work must require critical thinking and analysis of concepts at the appropriate college level.

Rigor
The course must require rigor in learning skills and include vocabulary deemed appropriate for a college level course.

Course Description Format
Course descriptions must contain no more than 50 words and be written in sentence fragments that contain predicate verbs, but not subjects.

Sample Course Description

HIST 101—American Civilization II

Covers American history from Reconstruction to the present day with an emphasis on the emergence of the United States as a world power. Includes a study of the Constitution of California and the interactions between the state and local governments. (Partially fulfills American Institutions requirement at CSU.) [D; CSU; UC]

Changing Course Designators

When course designators are modified, faculty must add "Formerly [Course Designator and Number]".

Sample Course Designator Change

> Focuses on critical thinking and the analytical interpretation of college reading selections: narration (fiction and nonfiction), argumentation, persuasion, exposition and poetry. Structured to integrate the reading of college-level material with writing and critical thinking assignments. (Formerly ENGL 158.)

Distance Education (DE)

The DE portion must meet standards set forth by California Education Code and Title 5 regulations. Credit/Noncredit courses must meet standards set forth by California Education Code and Title 5 regulations.

Measurable Course Objectives

Must be written in complete sentences, using only one sentence per objective. Objectives must be written in measurable terms using language that is discipline specific and demonstrates the highest level of rigor appropriate for the class. Objectives should also show demonstration of knowledge as well as application of knowledge where applicable. Bloom's taxonomy or other accepted andragogical or national standards descriptors may be used as references.

For example, for Swimming 101, the course objective is the following:

"Student will: demonstrate knowledge of four major strokes and perform them in a skills presentation."

In this example, the knowledge of the content is demonstrated through a written examination or assessment, while the application of the knowledge is demonstrated through an activity.

Core Content

Core content are major topics that support successful student completion of the course objectives. Core content must be closely aligned with the objectives and directly support at least one course objective. The total of percentages of core content must add up to 100%. In addition, the core content major headings may not exceed the number of measurable course objectives by three headings. Each item below each major heading of the topics must be bulleted and be written in phrases.

Student Learning Outcomes

SLOs shall accompany COR as an addendum (see section on SLOs in this handbook for further information). Questions regarding SLO development should be directed to the SWC SLO Coordinator.

Example of Core Content

8. Approximately 10% of course	A study of the Constitution of California • The jurisdictions of the federal and state Constitutions • The legislative, executive, and judicial branches • The interactions between the state and local governments • The rights and responsibilities of state citizenship

Methods of Evaluation

The faculty originator must check each method of evaluation that may possibly be used in the course when assessing student progress learning and outcomes. Refer to the definitions and examples below.

(a) Exams: Check this box if the course requires subjective or objective exams.

(b) Essays: Check this box if the course requires written assignments organized in well developed paragraphs.

(c) Problem solving: Check this box if the course examines and/or addresses problems and asks students to find viable solutions to the problem(s) presented.

(d) Skill demonstration: Check this box if students apply skills taught in the course to a task or a performance.. This would include, for example, a journalism student writing an article for the college newspaper, a math student solving an algebra problem, or a dance student demonstrating a a new dance routine. All of these examples include students learning a process and then applying it.

(e) Class activity: Check this box if the course includes activities, other than listening to lecture, performed within a class meeting either as individuals or in groups.

(f) Lab activity: Check this box if the course includes a lab component.

(g) Quizzes: Check this if the course requires short subjective or objective quizzes.

(h) Written assignments: Check this box if the course includes formal or informal writing other than essays.

(i) Oral assignments: Check this box if the course includes oral examinations or presentations.

    (j)   Objective tests: Check this box if the course includes short answer testing such as multiple-choice, true/false, or matching test items.

Examples of Assignments

Examples of assignments must be written in one to two complete sentences, and they must be worded in the terms of an actual assignment prompt. The intended rigor of the course should be evident in the sample assignments. When writing is required in a sample assignment, instructors need to indicate the (1) mode or type of writing and the (2) length of the assignment (see samples below).

Reading
Read Chapter 18 of Howard Zinn's book, <u>A People's History of the United States</u> and summarize it in one typed page.

Read the handout "Types of Injuries and Basic Treatment/First Aid." Identify what a high risk exercise is and be prepared to discuss in class.

Writing
Research paper prompt: Using five to ten sources, explain, in a ten page typed research paper using MLA format, whether you agree or disagree with Howard Zinn's assessment of the Vietnam War which is developed in Chapter 18 of his book, <u>A People's History of the United States.</u>

Critical Thinking
In a two-page typed essay, identify the political bias which pervades Howard Zinn's argumentation in Chapter 18 of his book, <u>A People's History of the United States</u> and explain its influence on his assessment of the Vietnam War.

Compare and contrast the advantages and disadvantages of two different styles of hitting and explain in a five-minute oral presentation.

Instructional Methodology

Faculty originator must check each method that may possibly be used when teaching course materials. Refer to the definitions and examples below.

    (a)   Lecture: Check this box if lessons are presented in this format.

    (b)   Audiovisual: Check this box if videos, movies, TV programming, or any other type of audiovisual technology is used.

    (c)   Demonstration: Check this box if an instructor demonstrates a skill for the students. This would include a communications instructor presenting a speech, a dance instructor demonstrating a new dance routine, or a coach demonstrating a new exercise to his/her students.

(d) Individual assistance: Check this box if an instructor meets with each student in their classes on an individual basis to teach course materials.

(e) Discussion: Check this box if group discussions are assigned.

(f) Group activity: Check this box if students are required to work on projects collaboratively.

(g) Computer assisted instruction: Check this box computer technology is used in place of the teacher to present class lessons.

(h) Check this box if the courses require a minimum of three (3) hours of work per unit, including class time.

Textbooks

To fulfill the College's articulation agreements with colleges/universities each required textbook should have been published within the last five years (classics excepted). Required and optional readings, including textbooks and software, must be listed in MLA Format (http://www.swccd.edu/~library/Pdfs/MLA6thEd.pdf). If the textbook is a first edition, it does not have to be designated as such. All other editions must be appropriately designated (i.e. 2nd, 3rd, or 4th ed.). Some departments list several similar textbooks or supplies to give instructors a choice of which materials to use in the class. For example, faculty originators may want to list three different introductory texts, thereby giving each instructor the ability to choose one of the three options.

STUDENT LEARNING OUTCOMES IN CURRICULUM

Student Learning Outcomes (SLOs) are a clear statement of what students will be able to do outside the classroom as a result of what they have learned (Stiehl and Lewchuck). Since curriculum and instruction are faculty driven, the development of SLOs involves faculty prioritization of the two to three outcomes determined by full-time discipline faculty to be most beneficial for students to be able to do when they leave a course, program, certificate, and/or degree.

In relation to curriculum, SLOs are part of an addendum to the course outline of record. Therefore, SLOs can be easily revised at any time by discipline faculty without review from the Curriculum Committee. In addition, they also become a part of the Academic Program Review process and, thus, ensure that SLOs are in keeping with current discipline standards.

The SLO concept is a move away from the old goal to only provide instruction, towards a goal to produce student learning. The table below clarifies this change:

Old Instructional Paradigm	New Learning Paradigm
Transmits information	Provides learning experiences
Quality of instruction equals success of	Quality of learning equals success of

faculty	student and faculty
Student passively listens	Student actively participates and performs
Focus on objectives and course content and rigor	Focus on what student knows and can do after the educational pathway
	Focus on student application of critical thinking

SLOs are guided using measurable action verbs from Bloom's Taxonomy. In regards to curriculum, this means Course Objectives are still critical and guide the semester of instruction. SLOs provide campus members the opportunity to prioritize two to three outcomes that discipline faculty want students to be able to do after their experiences. Here are the differences:

Objectives	Outcomes
Include numerous skills or content to explain what is taught	Identify 2-3 overarching results, what the student can do after learning
Detail content coverage and activities which make up a course curriculum	Based on Core Competency skills that require higher level thinking abilities that integrate content and activities
Objectives can be numerous, specific, and detailed to direct the daily activities of class.	SLOs are limited in number and focus on what student learned and can do.
Objectives do not necessarily result in a product.	Outcomes result in a product that can be measured and assessed.

ACADEMIC PROGRAM REVIEW FOR CREDIT AND NONCREDIT CURRICULUM

Curriculum development and Academic Program Review (APR) are integral to instruction. Faculty are responsible for the development of credit and noncredit curriculum for instruction and use the APR process to review the effectiveness of instructional programs and structure improvements. Currently, APR occurs annually with a formal report written for the college every three years.

The purpose of the new APR process is to review, analyze, and assess the content, currency, direction, and quality of the program in relation to student outcomes. This review of all programs must facilitate program improvement in a meaningful, efficient and timely way.

The intent of the program review process is to promote student-centered educational excellence by academic programs through self-examination and self-improvement. The review process is to be broad-based, user-friendly, and easily incorporated into the campus-wide processes of budget, planning, and accreditation.

The information gathered and analyzed in program review is used in planning, making budget recommendations, making personnel recommendations, and implementing program improvement.

Each program's final report should be designed to give insight into three broad questions:

1. Where has the program been?
2. Where is it now?
3. Where should it go from here?

Specifically, program review will:

(a) Facilitate the self-study of each academic program's effectiveness as it relates to the college mission.

(b) Promote steady and measurable improvement in the quality and currency of all academic programs.

(c) Provide evidence of program effectiveness and improvements in measured student and program outcomes.

(d) Provide information-based recommendations for the college budget in hiring and purchasing of instructional materials.

(e) Note areas of program strength and acknowledge accomplishments.

(f)   Note areas in need of improvement to alert the program and college to these areas in time for proactive solutions.

Detailed APR Guidelines can be found in the college Public Folders or Website.

NONCREDIT COURSE AND PROGRAM APPROVAL PROCESS

What Is Noncredit Instruction?

Noncredit Instruction is one of several educational options offered within the California Community College System. It offers students access to a variety of low and no cost courses that can assist them in reaching their personal and professional goals. Noncredit courses are intended to provide students with lifelong learning, college transfer and career preparation opportunities. Although students may not need or desire unit credit, noncredit often serves as a first point of entry for many underserved students as well as a transition point to credit instruction.

All noncredit proposals should follow published timelines established by the Curriculum Committee. Repeated disregard for curriculum timelines and procedures will cause delay in the process and will be automatically reviewed by the committee, jeopardizing future approvals.

NONCREDIT CURRICULUM PROPOSAL OPTIONS

Noncredit courses are classified into nine legislated instructional areas. The placement of a course in a given instructional area is driven by the course objectives and the target population to be served.

California law authorizes the following nine eligible areas.

a)   Parenting, including parent cooperative preschools, classes in child growth and development and parent-child relationships.
b)   Elementary and secondary basic skills and other courses and classes such as remedial academic courses or classes in reading, mathematics, and language arts.
c)   English as a second language.
d)   Classes and courses for immigrants eligible for educational services in citizenship, English as a second language, and work force preparation classes 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 training.
e)   Education programs for persons with substantial disabilities.
f)   Short-term vocational programs with high employment potential (includes apprenticeship).
g)   Education programs for older adults.

h) Education programs for home economics (known as Family and Consumer Sciences).
i) Health and safety education.

For detailed information on curriculum specifically designed for students with disabilities or for Learning Assistance classes or tutoring, please refer to the NonCredit at A Glance publication. (taken from NonCredit at A Glance, California Community Colleges Chancellor's Office, September 21, 2006)

CurricUNET Non-Credit Course/Program Approval Process

Prior to the introduction of non-credit curriculum to CurricUNET, the non-credit curriculum approval process begins with the discipline faculty member proposing new or modified curriculum to the department or discipline and should include a review of the course impact report for modifications. Once approved by the department or discipline, the faculty originator then contacts the Office of Instructional Support Services in order to proceed with the following established curriculum approval process:

1. Prelaunch: (no time limit)
    The faculty originator prelaunches the proposed curriculum on CurricUNET.

2. Dean of School of Continuing Education or designee, School Dean & Department Chair approval: (no time limit) The School Dean and Department Chair review the proposal and indicate their approval by signing off on CurricUNET.

3. Instructional Support Services (ISS) Review: (no time limit)
    ISS technicians review and suggest technical or format changes to faculty originator.

4. Library & Prerequisites Review: (10 days)
    Library & and Assessment faculty review and recommend curriculum changes to faculty originator. The system defaults to the next step if review has not occurred by end of 10 days.

5. Originator Response Time/Launch: (7 days)
    Faculty originator receives e-mail notification from ISS of recommended changes to proposed curriculum. The faculty originator is then responsible for reviewing and/or discussing the recommended changes with ISS within 7 days. Proposed non-credit curriculum will be removed from the queue if the recommended changes have not been addressed within 7 days of email notification.

6. Final Technical Review: (5 days)
    Final review by ISS Technicians, faculty originators, School Dean and Department Chair. If the Dean and Department Chair agree with the changes, the system defaults to the next step.

7. Agenda:
Non-credit Curriculum is scheduled on a Curriculum Committee agenda for committee action.

8. Curriculum Committee Review and Action:
The Curriculum Committee meets.

   (a) A discipline faculty member, Department Chair, the School Dean and/or the Dean or Director or designee of Continuing Education needs to be present at the Committee meeting in order to provide background and justification for the proposed curriculum or to answer unforeseen questions by the Committee.

   (b) The Committee may request or require revisions to the proposed curriculum. If there are questions or concerns that require further research by the discipline faculty member, the proposal will be postponed and rescheduled for a later date.

   (c) Only curriculum with fewer than four significant changes requested by the Committee during a meeting will be considered for action. Curriculum with more than four changes may be postponed.

   (d) After review and discussion, the Committee will vote to approve, deny, or table the proposed curriculum.

9. Co-Chair Sign Off: (5 days)
Co-Chairs electronically sign off approved curriculum on CurricUNET. The ISS Office creates a monthly Curriculum Summary for the Vice President for Academic Affairs. This summary is then taken by the VPAA to the Superintendent/President's Office for inclusion in the next available Governing Board agenda for final action.

10. Governing Board Action:
Governing Board reviews the Curriculum Summary and takes action to approve, deny, or table it.

11. ISS Final Sign Off:
The ISS Office follows up on curriculum to ensure proper submittal to regional deans, if required, and to the Chancellor's Office.

Special Considerations for Noncredit courses

There are several special considerations when developing noncredit curriculum:

1. Noncredit curriculum intended for a same as designator with a credit course must be identical to the credit course and any modifications of either the credit or noncredit course must occur and be approved simultaneously.

2. Noncredit course modifications must review the course impact report in CurricUNET.

3. Noncredit courses must be reviewed as part of a discipline's Academic Program Review according to the discipline/department's program review cycle.

4. Noncredit courses and programs must have measurable Student Learning Outcomes.

GUIDELINES FOR WRITING NONCREDIT CURRICULUM PROPOSALS

NONCREDIT CURRICULUM APPROVAL PROCESS

Under California Education Code and Title 5, development and modification of non-credit curricula are a primary responsibility of college faculty. Full-time discipline faculty serve as originators or co-contributors to formal curriculum proposals. Proposals for new or modified non-credit curriculum must be made in consultation with full-time discipline faculty, the department chair and the dean or designee of The School of Continuing Education. Community groups and advisory committees may recommend new courses or modifications of existing curricula to School Deans or full-time discipline faculty.

The content of curriculum proposals must satisfy criteria established by Departments, and Schools, the College, the District, and the state. For new or modified non-credit curriculum to be scheduled or offered for the fall semester, the curriculum must:

1. be approved by the Curriculum Committee—Title 5 §55002(c)(1)&(2)
2. follow the curriculum calendar deadlines
3. be approved by the Governing Board
4. be published in the college catalog

All recommendations for new noncredit courses, modifications of noncredit curriculum, transfer of courses from one School to another, or any other modifications of noncredit curriculum shall be presented to the Curriculum Committee. Faculty are required to use CurricUNET (www.curricUNET.com/Southwestern) to develop new noncredit courses/programs or make modifications to existing noncredit courses/programs.

Similarly to credit curriculum, noncredit courses must:

(a) respond to or reflect community or student needs.

(b) are compatible with philosophy and objectives of the College.

(c) reflect cost considerations.

(d) do not duplicate existing courses, except for same as courses.

Rationale: Modified noncredit curriculum must contain a rationale statement for major and minor changes. This statement is necessary for many reasons, including, but not limited to, the justification of articulation, historical recordkeeping (e.g. change in designator) and defense of rigor. An example is provided below:

NC 47
This course overlays with credit course ED 100 and the modification is to make all sections parallel between the two courses. This will enable students to receive the tutor training experience without adding unneeded credits to their transcript.

NONCREDIT COURSE OUTLINE OF RECORD (COR)

Course Outline of Record (COR)
Course outlines must be free of grammatical errors. A thorough technical review must be accomplished during the pre-launch phase of the approval process in CurricUNET.

Review
All course outlines submitted to the Curriculum Committee are subject to thorough review. Outlines containing four (4) or more significant errors at a Curriculum Committee meeting will be postponed or tabled. The faculty originator(s) must address recommended changes, corrections and/or omissions before the curriculum is acted upon by the Committee again.

Student Contact Hours
The number of hours required for a course shall be determined during the consultation process and must reflect the amount of time needed to impart the core content of the curriculum effectively. When a noncredit course is overlaid with a credit course, it must carry the identical number of lecture/lab hours as the credit counterpart. The course title must clearly identify the course. Title changes may occur only as a result of collaboration between discipline faculty and the school dean and the School of Continuing Education.

Acronyms
Acronyms may be used throughout the document after they have been spelled out the first time they are used. For example, Local Area Network (LAN).

Discipline Terms
Explanation of discipline terms (such as proficiency levels or titles of professional organizations, such as ACTFL) must be included in the course description.

Critical Thinking
The course work must require critical thinking and analysis of concepts at the appropriate level.

Rigor
The course must require rigor in learning skills and include vocabulary deemed appropriate for the course.

Course Description Format
Course descriptions must contain no more than 50 words and be written in sentence fragments that contain predicate verbs, but not subjects.

Sample Course Description
NC 47 Tutor Training: Level I
Course Description & Scope: Introduces effective tutoring principles and strategies. Includes guidelines for tutoring: how to plan, conduct, and evaluate productive tutoring sessions; components of effective intercultural tutoring; and strategies to facilitate student independence in learning. Two on-campus meetings. [ND]

Distance Education (DE)
The DE component of a noncredit course must meet standards set forth by California Education Code and Title 5 regulations. Credit/Noncredit courses must meet standards set forth by California Education Code and Title 5 regulations.

Measurable Course Objectives
Measurable course objectives must be written in complete sentences, using only one sentence per objective. Objectives must be written in measurable terms using language that is discipline specific and demonstrates the highest level of rigor appropriate for the class. Objectives should also show demonstration of knowledge as well as application of knowledge where applicable. Bloom's taxonomy or other accepted andragogical or national standards descriptors may be used as references.
For example, for Swimming 101, the course objective is the following:

"Student will: demonstrate knowledge of four major strokes and perform them in a skills presentation."

In this example, the knowledge of the content is demonstrated through a written examination or assessment, while the application of the knowledge is demonstrated through an activity.

Student Learning Outcomes
SLOs shall accompany COR as an addendum (see section on SLOs in this handbook for further information).

Core Content
Core content are major topics that support successful student completion of the course objectives. Core content must be closely aligned with the objectives and directly support at least one course objective. The total of percentages of core content must add up to 100%. In addition, the core content major headings may not exceed the number of measurable course objectives by three headings. Each item below each major heading of the topics must be bulleted and be written in phrases.

Methods of Evaluation

The faculty originator must check each method of evaluation that may possibly be used in the course when assessing student progress learning and outcomes. Refer to the definitions and examples below.

(a) Exams: Check this box if the course requires subjective or objective exams.

(b) Essays: Check this box if the course requires written assignments organized in well-developed paragraphs.

(c) Problem solving: Check this box if the course examines and/or addresses problems and asks students to find viable solutions to the problem(s) presented.

(d) Skill demonstration: Check this box if students apply skills taught in the course to a task or a performance.. This would include, for example, a journalism student writing an article for the college newspaper, a math student solving an algebra problem, or a dance student demonstrating a a new dance routine. All of these examples include students learning a process and then applying it.

(e) Class activity: Check this box if the course includes activities, other than listening to lecture, performed within a class meeting either as individuals or in groups.

(f) Lab activity: Check this box if the course includes a lab component.

(g) Quizzes: Check this if the course requires short subjective or objective quizzes.

(h) Written assignments: Check this box if the course includes formal or informal writing other than essays.

(i) Oral assignments: Check this box if the course includes oral examinations or presentations.

(j) Objective tests: Check this box if the course includes short answer testing such as multiple-choice, true/false, or matching test items.

Types of Assignments

Types of assignments must be chosen from the options provided by CurricUNET or noted in the "Other" section. The intended outcome, including the level of rigor, of the course should be evident in the types of assignments chosen.

Instructional Methodology

Instructors must check each box that applies to their method of teaching student course materials. Also they must refer to the definitions and examples below for making their decisions.

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(a) Lecture: Instructors must check this box if they present their lessons in this traditional format.

(b) Audiovisual: Instructors must check this box if they show videos, movies, TV programming, or any other type of audiovisual technology.

(c) Demonstration: Instructors must check this box if they demonstrate a skill for the students. This would include a communications instructor presenting a speech, a dance instructor exhibiting a new move, or a coach demonstrating a new exercise to his/her students.

(d) Individual assistance: Instructors must check this box if they meet with each student in their classes on an individual basis to teach course materials.

(e) Discussion: Instructors must check this box if they assign group discussion components.

(f) Group activity: Instructors must check this box if students are required to work on projects collaboratively.

(g) Computer assisted instruction: Instructors must check this box if they use computer technology in place of the teacher to present class lessons.

(h) If the courses require a minimum of three (3) hours of work per unit, including class time, then instructors must check this box.

Textbooks

Textbook choices are listed on the noncredit COR, though not required. Materials and readings, including textbooks and software, must be listed in the MLA Format (http://www.swccd.edu/~library/Pdfs/MLA6thEd.pdf). If the textbook is a first edition, it does not have to be designated as such. All other editions must be appropriately designated (i.e. 2nd, 3rd, or 4th ed.). Some departments list several similar textbooks or supplies to give instructors a choice of which materials to use in the class. For example, faculty originators may want to list three different introductory texts, thereby giving each instructor the ability to choose one of the three options.

CLASS MAXIMUMS

In order to assist faculty in the development of curriculum in the area of class maximums, the following information from the S.C.E.A. contract is provided below (S.C.E.A. Contract section 9.3).

9.3.1.2 Class maximums of newly proposed courses or courses submitted for modification shall be established by a consensus agreement between the full-time Unit Members teaching in the subject area in which the course is being offered and the School Dean. The consensus agreement shall be among those present at a meeting

called by the School Dean for the purpose of establishing the class maximum. The School Dean shall notify the Unit Members
of the committee five (5) working days before the meeting.

9.3.1.3 If consensus agreement for these newly proposed courses or courses submitted for modification is not obtained, the class will be referred to a committee made up of two (2) members appointed by the Association, and two (2) members appointed by the District. The maximum for the new class will be established by an agreement among any three (3) members of the committee.

9.3.1.4 If the committee fails to establish a class maximum, the maximum shall be established by the District. When establishing the maximum, the District shall take into consideration such factors as the maximum of similar classes, the instructional methods proposed for the course, and facility or equipment limitations.

9.3.4 By agreement among the School Dean, a majority of the full-time instructors teaching in the discipline, and the Vice President for Academic Affairs, class maximums may be modified to reflect changes in teaching methodology or curriculum revisions and then sent to the Curriculum Committee for final approval.

Other concerns considered important in the establishment of a class maximum for a new class may be presented for review by the Curriculum Committee. Changes in class maximums for existing courses as part of a course modification are reviewed by the Instructional Support Services and approved by the Vice President of Academic Affairs.

DISTANCE EDUCATION MODE OF DELIVERY: PHILOSOPHY, APPROVAL PROCEDURES AND CLASS MAXIMUM RECOMMENDATIONS

Overview: Philosophy of Distance Education

Technology in all its shapes and forms should be used to enhance and accomplish the fundamental vision of a community college education: to offer the sort of instruction that is maximally productive of humane values and which contributes toward students becoming informed, compassionate and productive members of their communities.

Technology should promote both student access (by solving problems of location or scheduling) and student success (by offering enhanced or alternative learning opportunities and experiences). The innovative use of technology should emphasize the concept of the "virtual equivalent" classroom and assert that courses using technology are expected to meet the same standards as courses using other instructional delivery modes.

Therefore, academic standards for all distance education courses and programs should be the same for all other educational experiences delivered by the institution, and students should be able to move easily from the distance education curriculum to other curricula of the college.

Separate Review and Approval Procedures for Distance Education

To ensure student success regardless of the delivery method in a course, Title 5 requires separate review and approval of the distance education component of that course. Separate review and approval is intended to ensure that academic standards are maintained and that thoughtful and accurate planning has been done to address effective instructor-student contact prior to offering a class in a distance education mode (Title 5, 55206). All factors considered when developing new courses should also be considered when creating a new course which is intended to be offered solely as a DE class. The same applies when modifying an existing course to include a DE component, including when a course is to be offered as a hybrid course.

Separate review should not be viewed as an obstacle, but rather as an opportunity to demonstrate what interactions will be used in the course and why they will be effective.

Definitions: Course Modes of Delivery

In keeping with Title 5 section 55200, Southwestern Community College District in consultation with the Academic Senate has determined the following definitions for courses:

a) "Face-to-face" Course (F2F): 100% is taught in a traditional face-to-face classroom or laboratory environment. This course may also have web-enhanced activities or class information utilizing a course management system (CMS), such as Blackboard, on which the teacher assigns or posts for students to access outside of class.

b) "Hybrid Course": Course features a combination of online and F2F format utilizing a course management system (CMS), such as Blackboard to post assignments, documents and or discussion board activities.   For reporting and apportionment purposes, as per California Community College Chancellor's Office requirements, all DE courses taught 51% or more online are to be identified as "distance education courses."

c) "Online course": 100% is taught online either synchronously or asynchronously through use of technology on a CMS, such as Blackboard. All assignments are given and completed through email, postings, or voicemail. Exams and Orientation may be given F2F in a classroom or at an approved testing center with supervision; however, 100% of instruction is online. The instructor provides student assistance and maintains appropriate student contact through F2F meetings, email, Bb postings or voicemail, as necessary.

Curriculum Committee Recommendation on DE Class Maximums:

The Curriculum Committee recommends that the number of students assigned to any one distance education course section shall be either:

1. 80% of the class maximum set for the face-to-face course in that discipline or

2. 30 students.

Note: The Committee's recommendation on DE class maximums has not been negotiated.

CATALOG INFORMATION

Stand-Alone Courses: Experimental Courses (295 Courses), Special Topics, and Special Study Courses

Pursuant to Title 5 Section 55100, courses that are not part of an approved program are defined as "stand-alone courses." This includes credit courses that are required for a certificate of fewer than 18 units that has not been approved by the Chancellor's Office as a Certificate of Achievement. Stand-alone courses can be linked together by prerequisites and can be in the same TOP (taxonomy of programs) code; however, if more than 18 units are linked, they must be submitted as a Certificate of Achievement as per the PCAH March 2009.

295 Courses

(a) Stand-alone courses also include courses that were previously designated as "experimental courses" (otherwise known as 295 courses).

(b) These must be entered into CurricUNET   and, once approved, are included in the Curriculum Summary. The summary is placed on the Governing Board agenda for action. Once approved, the course can be offered for three semesters.

(c) It is strongly recommended that the faculty develop the permanent course in collaboration with the ISS Office within the first semester of the 295 offering in order to have the course reviewed and approved by the Curriculum Committee for the following catalog. Once the permanent course is created, it must be launched in CurricUNET as a credit course and follow the credit curriculum approval process. The 295 will be inactivated at the end of the third trial semester in which the course has been offered.

Special Topics Courses

(a) Stand-alone courses also include courses called "special topics courses," which are courses that employ a consistent framework in the Course Outline of Record but may change focus from term to term.

(c) These courses must be entered in CurricUNET and must follow the credit curriculum approval process and timelines.

Open Entry/Open Exit Courses

Open Entry/Open Exit (OE/OE) method of delivery allows individuals to learn skills at their own pace. This delivery method is for individuals who are motivated and who enjoy working independently with minimal supervision. The term "open entry/open exit courses" refers to courses in which students enroll at various times, and complete at various times or at varying paces. Open entry/open exit courses may be conducted as either credit or noncredit courses and may be offered with or without regularly scheduled hours.

Courses should be designed in such a way that most students who are appropriately placed in the course would be able to master the objectives and complete the course successfully in about 48-54 hours per unit of credit. Some students may need more hours to do the same and may need greater assistance from faculty and staff. Some students may need fewer hours to complete the course. Regardless of the number of hours the student needs to complete the course, the number of units earned will be the same, and the number of hours needed by most students to complete the course will be around 48-54 hours per unit of credit.

If a course is specifically created to provide supplemental learning assistance which supports another course or courses by using the open entry/open exit method of delivery, the course outline of record for the open entry/open exit course must identify the other course or courses that it supports, the specific learning objectives, and the educational competencies students are to achieve.

The maximum number of hours a student may be enrolled in an open entry/open exit course shall be determined by the faculty originator and approved by the curriculum committee and will be based on the maximum time reasonably needed to achieve the educational objectives of the course.

An example of a course using the OE/OE method of delivery would be a course that includes required field experiences, such as Emergency Medical Technician (EMT) courses. Students are required to fulfill 10 hours of ride-along time with licensed paramedics which may require several months or only a few weeks to complete. For noncredit courses, OE/OE students may enter a course at any point, except in circumstances where the total number of hours of the course are needed to fulfill a certificate or certification requirement (i.e. NC 113 and NC 114, Tax Preparation/Income Tax I and Tax Preparation/Income Tax II). A student who wishes to convert from noncredit to credit status in courses that are overlaid with an OE/OE credit courses must have enrolled prior to the end of the drop/add period.

Note: Authority cited: Sections 66700 and 70901, Education Code.
Reference: Section 70901, Education Code.

Repeatable Courses

Courses may be repeated up to three times (that is, taken up to four total times) if the course content differs each time a student repeats it. Each time a student repeats a course, he/she must gain an added educational experience in which particular skills are enhanced or for which individual study or group assignments are the primary modes of instruction. The course outline of record must clearly state the enhanced educational experience gained with each repetition or the method of instruction is individual study or group assignments. The catalog description must include the repeatability limitation. For example, "This course may be repeated three times."

Repeatable courses develop similar skills but (a) at increasingly sophisticated levels of practice, and/or (b) that are applied to different content (such as a drama course in which students master increasingly demanding roles in different plays) may be offered as repeatable courses, if approved for that purpose by the Chancellor's Office, or if the college has delegated course approval authority.

Each repetition of a course must be designed to create a discernibly higher level of achievement so the academic progress is clearly defined and the grading standards substantially increased with each repetition.

A student may take the repeatable course for credit, and for state apportionment, up to the number of times the college has specified, but for no more than a total of four times.

The sequence of repeatable courses may be indicated with differing letters or numbers or course titles, such as 101A–D, or "Introductory," "Beginning", "Intermediate", and "Advanced". After completing the course in question for the first time, a student can enroll up to three additional times after completing the course in question for the first time. Students may repeat noncredit courses as many times as desired.

Notable exceptions to allowable credit course repetitions are ESL courses and non-degree-applicable basic skills courses as they are not considered "activity courses" for the purposes of the subdivision (c) of Title 5 §55041.

Course Numbering

The course numbering system is important to recognize courses in different categories.
- Associate degree applicable credit courses
- Basic skills and developmental courses
- Community Services courses
- Cooperative Work Experience courses
- Degree courses
- Independent Study courses
- Laboratory courses (same course number as lecture with an added "L")
- Experimental courses
- Noncredit courses
- Transferable courses

001–099   Basic skills (non-degree)

or degree for local career technical degrees—but not transferable

100–299   Transferable; baccalaureate level; meets requirements for
             associate in science/art degree; or articulate to four-year institutions

290–293   Cooperative Work Experience courses

295   Experimental courses (Special topics)

299   Independent study courses

1–1000   Community Service courses (CS)

1–3000   Noncredit courses (NC)

Concurrent Course Scheduling Policy(formerly Course Overlays)

The Southwestern College Curriculum Committee Concurrent Course Scheduling Policy complies with the limitations and constraints stated in **Title 5 §55041** [Course Repetition Absent Substandard Academic Work] and in **Title 5 §55042** [Course Repetition in Activity Courses]. Furthermore, the policy below adheres to the standards regarding the Course Outline of Record (COR) stated in **Title 5 §55002 (3)** [Standards and Criteria for Courses]. Concurrent Course Scheduling should not be scheduled as a way of supporting low-enrollment classes.

Concurrent Course Scheduling occurs when two courses are scheduled at the same time in the same room with the same instructor. This practice requires that the concurrent scheduling be academically sound. This practice is allowable under the following circumstances:

   a) Same As Courses: (which used to be called "dual designator" courses)
       Allowable concurrent course scheduling of Same As courses would include:
       Psychology 270/Sociology 270 or History 141/Mexican American Studies 141.

   b) Certain Lecture/Lab Courses (within the same discipline and with the same
       academic goals): This includes a concurrent course scheduling in which one
       instructor teaches two different courses that are in the same discipline and share
       laboratory/workspace facilities, but in which the academic lecture for both
       sections takes place separately and distinctly from the other concurrently
       scheduled course. For example, Chemistry 101 may be scheduled at the same
       time as Chemistry 102 and arranged so that the lecture for 101 is conducted at a
       different hour than the lecture for 102 but the lab hours may overlap.

   c) Expertise Courses: those courses allowable by Title 5 §55042 for expertise in a
       discipline. Allowable examples would include such areas as:
       1) Physical Education courses (such as Fitness Training 101ABCD

       2) Visual or Performing Arts courses (such as Music 180, 181, 182, 183,
           Theatre 160, 161, 162, 163, Fine Arts Art 170, 171, 172 or Dance
           Danc141, 142, 143, 144) (except courses required as a sequence for
           transfer)

       3) Career Technical courses where 1) the content differs each time
           the course is offered, 2) the primary educational activity or skill

training remains the same in both courses, 3) and the difficulty level changes in each course. For example, BUS 200A Microsoft Word: Beginning and BUS 200B Microsoft Word: Advanced may be concurrently scheduled because students may be working with the same teacher, but the content varies depending on the student's level of proficiency in the same subject matter, skills or activity. T.O.P. codes in each course must be the same.

    d) <u>Non-Credit </u>Concurrent Course Scheduling<u> with a Credit Course</u>: must fulfill the following: 1) the majority of the students must be enrolled in the Credit Course; and 2) the instructor must adhere to the Credit COR at all times.

    Other Concurrent Course Scheduling requests not addressed above must be approved by the Vice President of Academic Affairs and the faculty Curriculum Committee co-chair.

<u>Material Fees</u>

According to Title 5, Chapter 10, SubChapter 7:

(a) Consistent with the provisions of this Subchapter, the Governing Board may require students to provide instructional and other materials needed for a credit or noncredit course, provided that such materials are of continuing value to a student outside of the classroom setting, and provided the materials are not solely or exclusively available from the district.

(b) Except as specifically authorized or required in the Education Code, the Governing Board must not require a student to pay a fee for any instructional and other materials required for a credit or noncredit course.

(c) Noncredit courses may not require materials fees; however a noncredit course with a credit "same as" designator may require a materials fee.

The following definitions apply:

(a) "Instructional and other materials" means any tangible personal property which is owned or primarily controlled by an individual student.

(b) "Required instructional and other materials" means any materials which a student must procure or possess as a condition of registration, enrollment or entry into a class, or any materials which are necessary to achieve those required objectives of a course which are to be accomplished under the supervision of an instructor during class hours.

(c)   "Solely or exclusively available from the district" means the materials are not available except through the district, or the district requires the material be

purchased or procured from it. Materials are not considered to be solely or exclusively available from the district if (1) they are provided to the student at the district's actual cost; (2) the materials are otherwise generally available, but are provided solely or exclusively by the district for health and safety reasons; or (3) the materials are provided in lieu of other generally available but more expensive materials which would otherwise be required.

(d) "Required instructional and other materials which are of continuing value outside of the classroom setting" are materials which can be taken from the classroom setting, and which are not wholly consumed, used up, or rendered valueless after they have been applied in achieving the required objectives of a course supervised by an instructor during class hours.

Process for Adding/Changing Materials Fees

1. Faculty originator must submit a course modification according to published curriculum approval deadlines for adding information to the catalog.

2. The Supervisor of Instructional Support Services will update the materials fees list and process it for Governing Board approval during the May meeting.

4. Materials Fees changes/additions will be effective the proceeding fall semester.

Course Deletion Policy

Any course in the Southwestern College Catalog (credit and noncredit) that is not offered and taught in any succeeding six semester period in the day, evening, summer, or extension program may be deleted at the discretion of the school. Schools must be notified one year in advance before a course is to be dropped from the Catalog.

Appendices

SOUTHWESTERN COLLEGE
COURSE OUTLINE

School of: Social Sciences and International Studies

Department: Social and Cultural Studies

Course Designator and Number: HIST 101 TE

Title: American Civilization II_SAMPLE

Origination Date: 04/01/1963

Modification Date: 09/23/2003

Effective Date: 2004 Fall

Effective Catalog Year: 2004–2005

Units 3   **Lec** 3   **Lab** 0

Same as other course(s) designator(s),

Grading Basis: Grade or Credit/No Credit option available

Corequisite:
Limitation on Enrollment:
Prerequisite:
Recommended Concurrent Enrollment:
Recommended Preparation:
RDG 56

Course Description & Scope: (50 words or less)
Covers American history from Reconstruction to the present day with an emphasis on the emergence of the United States as a world power. Includes a study of the Constitution of California and the interactions between state and local governments. (Partially fulfills American Institutions requirement at CSU.) [D; CSU; UC; CAN-HIST 10; HIST 100 + HIST 101 = CAN-HIST SEQ B]

Measurable Course Objectives and Minimum Standards, as Determined by Standards set by the instructor, at 70% Proficiency for a Grade of "C":
1. Student will explain and describe the basic principles of historical methodology and historiography.
2. Student will analyze and describe the political, economic, and social issues of Reconstruction and compare and contrast the political, economic, and social philosophies and policies of Booker T. Washington and W.E.B. Dubois.
3. Student will identify and describe the political, economic, and social causes and consequences of industrialization and urbanization during the late 19th and early 20th centuries and, in particular, compare and contrast the history of social reform

unionism and trade unionism.
4. Student will identify and analyze the major political issues, events, and personalities of the Gilded Age.
5. Student will analyze and describe the political, economic, and social impact of western expansionism during the late nineteenth century on farmers, ranchers, and Native American peoples.
6. Student will compare and contrast the political, economic, and social experiences of immigrants from Europe, Mexico, and Asia during the late 19th and early 20th centuries.
7. Student will identify and describe the political, economic, and social reforms of the Populists and Progressives and analyze their impact on federal, state, and local governments.
8. Student will identify and explain the political and philosophical principles of the Constitution of California and describe the interactions between the state and local governments.
9. Student will describe and analyze the environmental policies of Teddy Roosevelt and, in particular, compare and contrast the environmental philosophies of Gifford Pinchot, the chief of the Forest Service, and John Muir, the founder of the Sierra Club.
10. Student will analyze and explain the political, economic, and social causes and consequences of American imperialism during the late nineteenth and early twentieth centuries.
11. Student will explain and describe the political, economic, and social causes and consequences of World War I and, in particular, examine the growth of the Imperial presidency during the administration of Woodrow Wilson.
12. Student will identify and explain the major political, economic, and social developments of the 1920s and, in particular, analyze the impact of the passage of the Eighteenth and Nineteenth Amendments on American society.
13. Student will identify and analyze the political, economic, and social impact of the Great Depression and, in particular, describe the development of the positive state during the New Deal.
14. Student will analyze and describe the political, economic, and social causes and consequences of World War II.
15. Student will explain and describe the major political, economic, and social development of post World War II America, and in particular, analyze the impact of the Cold War on American Foreign policy.
16. Student will identify and analyze the political, economic, and social causes and consequences of the Vietnam War and, in particular, explain the impact of that conflict on the Watergate scandal.
17. Student will explain and describe the major political, economic, and social developments of contemporary America and, in particular, explain how the collapse of the Soviet Union affected American Foreign relations with the Middle East.

Core Content to be covered in all sections:

1. Approximately 5% of   Principles of historical methodology and historiography
course   Revisionism, presentism, and reductionism
                                      Primary, secondary, and tertiary sources
                                      Multiculturalism   nd cultural pluralism
2. Approxi   ately 5% of   Reconstruction and the early struggle for civil rights
cou   se   Abraham Lincoln's Reconstruction plan
                                      The Radical Republicans and the Thirteenth, Fourteenth,
                               and Fifteenth Amendments
                                      The Dunning thesis and The Birth of a Nation
                                      The Tilden/Hayes election of 1876 and the end of
                               Reconstruction
                                      The political, economic, and social philosophies of Booker
                               T. Washington   nd W.E.B. Dubois
3. Approximately 10%   The industrialization and urbanization of America
  f cou   se   The Scientific Revolution
                                      The growth of corporations and the active state
                                      The transcontinental railroad
                                      The massive growth of cities
                                      Reform unionism versus trade unionism
                                      Social   arwinism versus The Social Gospel
4. Approximately 5%   of   A study of the politics of the Gilded Age
course   The dominance of the Republican Party, 1860-1900
                                      The spoils system versus the merit system
                                      Party machines and party bosses
                                      Tammany Hall and urban corruption
                                      The   olitical power of the   corporate gi   nts
5. Approx   mately 5%   The conquest of the West
  f course   Western expansion and the defeat of the Plains Indians
                                      The open range versus closed range ranching
                                      The plow and the conquest of the western grasslands
                                      The impact of   he closing o   the frontier
6. Approxi   ately 10% of   Immigration during the nineteenth and early twentieth centuries
course   The "Uprooted" from Europe
                                      The Mexicans and the flight from "La Revolución"
                                      The Chinese and the j   urney to the "Golden   ountain" (th
                               United States)
7. Approx   mately 5% of   The Populists and Progressives
course   The Grange and the regulation of the railroads
                                      The presidential election of 1896 and the death of the
                               Populist Party
                                      Scientific management and humanitarianism
                                      The Seventeenth, Eighteenth, and Nineteenth Amendments
                                      The reforms of federal, state, and local governments
8. Approximately 10% of   A study of the Constitution of California
co   rs   The jurisdictions of the federal and state Constitutions
                                      The legislative, executive, and judicial branches

The interactions between the state and local governments
The rights and responsibiliti s of state citizensh p

9. Approximately 5   Teddy Roosevelt and the environment
of   course   Utilitarianism versus preservationism
                         Gifford Pinchot and John Muir
                         The Hetch Hetchy controversy, 1913

10. Approximately 5% of American imperialism in the late nineteenth and early twentieth
course   centuries
                         Frederick Jackson Turner and the frontier thesis
                         The boundary dispute between Venezuela and British
                         Guiana, 1895
                         The Spanish-American War, 1898
                         The Philippine-American War, 1899-1902
                         The Roosevelt Corollary, 1904
                         Dollar di lomacy and the Open Door policy

11. Approximately 5%   World War I and the "war to end all wars"
  f course   Unrestricted U-boat warfare
                         World War I and the American cinema
                         The American Expeditionary Force
                         Woodrow Wilson and the growth of the Imperial presidency
                         The Vers illes Treaty and the eague of Nat ons

12. Appro imately 5%   America between the Wars: Prohibition, women's suffrage, and
  f course   the Great Depression
                         Prohibition and the growth of organized crime
                         Women's suffrage and the Equal Rights Amendment
                         The African-American migration to the North and the
                         development of urban ghettoes
                         The Great Depression and the New Deal

13. Approximately 5% of World War II: democracy under fire
course   The rise of fascism in Italy, Germany, Spain, and Japan
                         The attack on Poland and war in Europe
                         Pearl Harbor and war in the Pacific
                         The Manhattan Project and the Nuclear Age

14. Approximately 10%   Post World War II America
of course   The Cold War
                         The struggle for the rights of minorities, including a
                         comparative study of Martin Luther King and Cesar E. Chavez
                         The Women's movement
                         The space race
                         Crisis in Cuba

15. Approximately 5% of The Vietnam War and the debacle in South-East Asia
course   The "domino theory" and the Truman Doctrine
                         The Gulf of Tonkin Resolution
                         The Tet offensive
                         Nixon and "peace with honor"

16. Approximately 5% of Contemporary America
course   The Watergate scandal
                                        Glasnost and perestroika and the collapse of the Soviet
                  Union
                                        The struggle for peace in the Middle East
                                        Globalization and the spread of Americanization
                                        Dwindling resources and the need to protect the
                  environment
                                        The argument for wor d   overnment

NOTE: For specific details, see instructor's syllabus.

Method of evaluation to determine if objectives have been met by students:

1. Class activities
2. Essay
3. Objective test
4. Written assignments
5. Problem solving
6. Quizzes
7. Skills demonstration
8. Oral assignments

Example of Assignments:
Reading
          Read Chapter 18 of Howard Zinn's book, <u>A People's History of the United States</u>
          and summarize it in one typed page.
Writing
          Research paper prompt: Using five to ten sources, explain, in a ten page typed
          research paper, whether you agree or disagree with Howard Zinn's assessment
          of the Vietnam War which is developed in Chapter 18 of his book, <u>A People's
          History of the United States</u>.
Critical Thinking
          In a two page typed essay, identify the political bias which pervades Howard
          Zinn's argumentation in Chapter 18 of his book, <u>A People's History of the United
          States</u>, and then, explain its influence on his assessment of the Vietnam War.

Instructional Methodology:
Requires a minimum of three(3) hours of work per unit, including class time.

1. Audiovisual
2. Discussion
3. Group activity
4. Lecture

5. Requires a minimum of three (3) hours of work per unit, including class time.

Required and major optional reading(s), including textbook(s) and software:
(Author: Last name, First name. Title. 2nd ed. (or higher edition) Location: Publisher, Year)

Required:

- Berkin, Carol et al. <u>Making America: A History of the United States since 1865</u>. 3rd ed. Boston, MA: Houghton Mifflin Co, 2002.

- Divine, Robert A. et al. <u>America Past and Present</u>. 6th ed. New York: Longman, 2002.

- Foner, Eric. <u>A Short History of Reconstruction</u>. New York: Harper and Row Publishers, 1990.

- Gerston, Larry. <u>California Politics and Government: A Practical Approach</u>. 7th ed. Belmont, CA: Wadsworth, 2003.

- Karnow, Stanley. <u>Vietnam: A History</u>. 2nd ed. New York: Penguin Books, U.S.A. Inc., 1997.

- Takaki, Ronald. <u>A Different Mirror: A History of Multicultural America</u>. Boston: Little, Brown and Company, 1993.

Optional:
Journal(s): (Journal Title. Publishing Cycle. Publishing City: Publisher)

Required:

- <u>American Heritage: Selected Articles</u> . Published bimonthy. New York, NY : American Heritage Inc.

- <u>American History: Selected Articles</u>. Published bimonthly. New York, NY: Primedia Enthusiast Publications, Inc.

Optional:

<u>Sample COR—Vocational</u>

SOUTHWESTERN COLLEGE
COURSE OUTLINE

School of: <u>Technology and Human Services</u>   **Origination Date:** 09/01/2004
Department: <u>Applied Technologies</u>
Course Designator and Number: <u>ARCH 270 TE</u>   **Effective Date:** 2005 Fall

Title: <u>Architecture Laboratory_SAMPLE COURSE</u>   **Effective Catalog Year:** 2005–2006

Units 1-3   **Lec**   **Lab** 3-9

Same as other course(s) designator(s),

Grading Basis: Grade or Credit/No Credit option available

Corequisite:
Limitation on Enrollment:
Prerequisite:
Recommended Concurrent Enrollment:
Recommended Preparation:
RDG 56

Course Description & Scope: (50 words or less)
Emphasizes the architecture design studios and practice courses. Includes the safe use of hand and power tools used in the model shop. Focuses on the application of design principles and problem solving scenarios to directed projects. Features presentation strategies as applied to directed projects. (Repeatable three times.) [D; CSU]

Measurable Course Objectives and Minimum Standards, as Determined by Standards set by the instructor, at 70% Proficiency for a Grade of "C":
1. Student will demonstrate shop safety practices, including the safe handling of the power tools and hand tools used in the model shop.
2. Student will apply analysis techniques to program data and produce either graphic or model representations based on the correct analysis.
3. Student will engage in problem solving strategies and develop a range of possible solutions based on a directed project in consultation with the instructor.
4. Student will develop graphic presentations of the solution to a directed project in consultation with the instructor.
5. Student will create refined models in various materials of the solution to a directed

project and in consultation with the instructor.

Core Content to be covered in all sections:
1. Approximately 15% of Safe use of power tools and shop safety procedures
course   Table saw
                                        Band saw
                                        Hand ow r tools
2. Appr ximatel 25%   Elements and principles of architectural design as applied to
of course   directed projects
                                        Hierarchy
                                        Transformation
                                        Datum
                                        Axis
                                        Symmetry
                                        Rythm/repetition
3. Appr ximately 30%   Graphic presentation strategies
  f course   Paste-up
                                        Hand rendering
                                        CAD (Computer Aided Design)
                                        Digital imaging
4. Approximately 30% of Architectural model making strategies as applied to a directed
course   project
                                        Model layout
                                        Material selection
                                        Appr pr ate tools

NOTE: For specific details, see instructor's syllabus.

Method of evaluation to determine if objectives have been met by students:

   1. Essay
   2. Lab activity
   3. Written assignments
   4. Skills demonstration
   5. Problem solving

Example of Assignments:
Other
        Using CAD and digital imaging applications, draw an architectural design solution,
        such as floor plans, exterior elevations, building sections, and perspective views.

Instructional Methodology:
Requires a minimum of three(3) hours of work per unit, including class time.

1. Demonstration
2. Discussion
3. Group activity
4. Individual assistance
5. Requires a minimum of three (3) hours of work per unit, including class time.

Required and major optional reading(s), including textbook(s) and software:
(Author: Last name, First name. Title. 2nd ed. (or higher edition) Location: Publisher, Year)

Required:

- Ching, Francis. Architectural Graphics. 4th ed. Hoboken, N.J.: John Wiley & Sons, 2002.ISBN: 0471209066

Optional:

- Doyle, Michael. Color Drawing: Design Drawing Skills and Techniques for Architects, Landscape Architects, and Interior Designers. 2nd ed. John Wiley & Sons, 1999.ISBN: 0471292451

- Yee, Rendow. Architectural Drawing: A Visual Compendium of Types and Methods. 2nd ed. Hoboken, N.J.: John Wiley & Sons, 2002.ISBN: 0471055409

Sample COR—Mathematics, Sciences, and Engineering

SOUTHWESTERN COLLEGE
COURSE OUTLINE

School of: Mathematics, Science, and Engineering   **Origination Date:** 02/16/2005
Department: Mathematics and Engineering
Course Designator and Number: MATH 241C   **Effective Date:** 2005 Fall

Title: Mathematics Software Workshop using Maple   **Effective Catalog Year:** 2005–2006

Units 1   **Lec** 1   **Lab** 0

Same as other course(s) designator(s),

Grading Basis: Grade or Credit/No Credit option available

Corequisite:
Limitation on Enrollment:
Prerequisite:
MATH 122 or
MATH 251 , or equivalent
Recommended Concurrent Enrollment:
Recommended Preparation:

Course Description & Scope: (50 words or less)
Introduction to mathematical software using Maple with a particular emphasis on problems from engineering and the sciences. Serves as a companion course for the linear algebra class or the differential equations class. [D; CSU]

Measurable Course Objectives and Minimum Standards, as Determined by Standards set by the instructor, at 70% Proficiency for a Grade of "C":
   1. Student will use Maple to evaluate arithmetic expressions.
   2. Student will use Maple to manipulate sets, lists and tables.
   3. Student will use Maple to manipulate, and perform algebraic operations on vectors and matrices.
   4. Student will use Maple to manipulate, and perform algebraic operations on polynomials.
   5. Student will demonstrate how to load and access Maple packages.
   6. Student will create 2- and 3-dimensional plots, including plots with text annotation and animation.
   7. Student will use Maple to perform differentiation and integration of functions.
   8. Student will use Maple to solve ordinary differential equations.

9. Student will use Maple to solve partial differential equations
10. Student will demonstrate how to import/export Maple command sequences, worksheets, and data from/to files.
11. Student will demonstrate how to access and/or import various Web-based Maple resources.

Core Content to be covered in all sections:

1. Approximately 5% of course
Structure of Maple
  Maple user interface
    Maple packag s

2. Approxim tely 5% of course
Basic numerical calculations
  Integer arithmetic
  Exact versus approximate arithmetic--rationals, irrationals, and constants

3. Approximately 10% of course
Maple objects
  Expression sequences
  Lists
  Sets
  Operations on sets and lists
  Arrays
  Tables
  Strings

4. Approximately 5% of course
Expression manipulation, simplification, and evaluation
  Simplify command
  Factor command
  Expand command
  Convert command
  Normal command
  Combine command
  Map command
  lhs and rls commands
  Numer and denom commands
  Nops and op commands

5. Approximately 15% of course
Finding solutions to equations
  Solve command
  Restricting solutions
  Unapply command
  Assign command
  Rootof command
  Numerical versus symbolic solutions: the fsolve command
  Solving Diophantine equations
  Solving recurrence relations

6. Approximately 15% of course
Polynomials
  Sorting and collecting terms
  Mathematical operations on polynomials

Coefficients and degrees
Integral transforms
Root-finding and factorization

7. Approximately 15% of Calculus and differential equations
course   Differentiation
Integration
The student calculus package
Solving ordinary differential equations: the dsolve command
Solving partial differential equations: the pdsolve command

8. Approximately 10% of Expression manipulation, simplification, and evaluation
course   (continued)
Expanding polynomials as sums
Collecting the coefficients of like powers; application:
generating functions
Factoring polynomials and rational functions; application:
generating functions
Removing rational exponents
Combining terms
Factored Normal Form
Simplifying expressions: simplification with assumptions
and/or side relations
Sorting algebraic expressions
Converting between equivalent forms
Structural manipulations in Maple

9. Approximately 15% of Graphics in Maple
course   Basics of plotting
Parametric plots in two dimensions
Polar coordinate plots in two dimensions
Plotting functions with discontinuities
Plotting superposed multiple functions in two dimensions
Scatter plots in two dimensions
3-D plots
Shading and lighting schemes
Animation
Composite plots and textual annotation

10. Approximately 5% of File I/O and external operations
course   Importing and exporting data from/to external files
Reading and writing Maple command sequences and/or
worksheets from/to files
E   porting Maple worksheets in text, RTF, and HTML
formats

NOTE: For specific details, see instructor's syllabus.

Method of evaluation to determine if objectives have been met by students:

1. Computer assignments
2. Homework
3. Individual activity
4. Special projects
5. Objective test
6. Problem solving
7. Quizzes
8. Lab activity

Example of Assignments:
Other

> Create a Maple program which, for a given positive integer k , solves the initial value problem:
> y ' = t^(2y)
> y (0) = k
> and plots the solution in the interval [0 , 2k].

Instructional Methodology:
Requires a minimum of three(3) hours of work per unit, including class time.

1. Computer assisted
2. Demonstration
3. Discussion
4. Individual assistance
5. Lecture

Required and major optional reading(s), including textbook(s) and software:
(Author: Last name, First name. Title. 2nd ed. (or higher edition) Location: Publisher, Year)

Required:

- Heck, Andre . Introduction to Maple. 3rd ed. New York, NY: Springer-Verlag, 2003.ISBN: 0387002308

Optional:

Sample Outline—Distance Education

Southwestern College
Distance Education

TITLE 5 REGULATION 55378.

Each proposed telecourse, including a section of an existing course when offered via telecommunications, shall be separately reviewed and approved, according to the district's certified course approval procedures, whether or not the course is already approved to be offered in a traditional classroom setting.

Separate approval of telecourses by the Chancellor's Office is not required, except when such approval would otherwise be required under Section 55100.

Date:
School: TEST
Course Designator/Title: TEST 100 Distance Education Sample
Effective Catalog Year: Effective Semester: Fall   Class Max 45
DE Format: Online
Other (please describe):

II. Appropriate Format
(must correspond to page 3 of course outline)
A. Please clearly state why this course is particularly suited to be offered through distance education.
The course addresses Online Initiative to expand online courses and degrees. It also addresses consistent wait list needs when facilities are not available and the course is suitable for online venue and students want online options.

B. Please answer the following questions:
1. Does the course have a lab component? **No**
If yes, how will this component be handled in a DE format?

2. Does the course have a writing component? **Yes**
If yes, how will this component be handled in a DE format?
Students will conduct Internet research and submit a research paper using the course management system digital dropbox

3. Does the course have a group interaction component? **Yes**
If yes, how will this component be handled in a DE format?
Students will interact on the Course Management System Discussion Board, responding to specific instructor-directed topics Students will participate in a Web Quest small group activity using e-mail, the Internet, and the course management system discussion board.

4. Does the course have an oral presentation component? **Yes**
If yes, how will this component be handled in a DE format?
Students will use specified software and digital camcorder to record both
orally and visually their presentation, and upload it into the digital drop box
as an attachment to an email or on the discussion board.

C. How will students with disabilities be accommodated in a DE format?
Each assigned instructor will review his/her online course to ensure accessibility
per SWC guidelines. All class graphics will be tagged. Streaming media will be
close captioned.

D. How will exam and assignment security issues be dealt with in a DE format?
Quizzes and exams will be timed. The writing assignment will include a draft and
final component, allowing a writing sample for each student. The instructor will be
interacting with students to monitor their writing assignments to ensure authoring
authenticity.

E. How will students be kept apprised of their progress in a DE format?
Grades will be posted in a timely manner using the course management system
gradebook. The instructor will be communicating routinely via e-mail with each
student

Department Chair:
Instructional Administrator:

**PLEASE CONSULT WITH THE ACADEMIC TECHNOLOGY COMMITTEE PRIOR
TO SUBMITTING TO THE CURRICULUM COMMITTEE.**
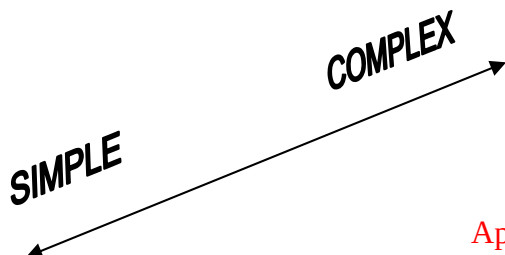
Curriculum Committee Roster   2010-2011

Co-Chairs	Academic Senate President-Elect	John Randy Beach
	Vice President for Academic Affairs	Dr. Mark Meadows

School/Academic Representatives (Voting)	Academic Senate Vice President	Linda Hensley
	Articulation Officer	Veronica Burton
	Library Representative	Diane Gustafson
	Business, Professional & Technical Education	Sandra Corona
	Arts and Communication	Vacant
	Continuing Education, Economics and Workforce Development	Diane Edwards-LiPera
	Counseling and Personal Development	Cecilia Cabico
	Health, Exercise Science, and Athletics	John Cosentino
	Higher Education Centers	Joanne Stonecipher
	Language and Literature	Susan Brenner
	Mathematics, Science, and Engineering	Linda Jones
	Social Sciences and Humanities	Vacant

Faculty Resource Members	Academic Technology Committee	Elisabeth Shapiro
	Assessment	Mark Samuels
	Disability Support Services	Sheri Salahuddin
	Presiding Chair, Council of Chairs	Victoria Lopez

Other Resource Members	ASO Representative	Claudia Duran
	Curriculum Secretary	Anisabel Santamaria
	Deans' Council Representative/Dean of Instructional Support Services	Dr. Mink Stavenga
	Instructional Support Services Supervisor	Eva Hedger
	Instructional Support Services Technician	Vacant
	Instructional Support Services Technician	Susan Soy

Bloom's Taxonomy

Benjamin Bloom identified six levels within the cognitive, affective, and psychomotor domains, from the simple recall or recognition of facts, as the lowest level, through increasingly more complex and abstract mental levels, to the highest order. Verb examples that represent intellectual activity on each level are listed below in order to ensure course objectives are written using the language of measurable objectives.

Verbs Requiring Cognitive Outcomes

COMPLEX

SIMPLE

Critical Thinking

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
define	translate	interpret	distinguish	compose	judge
repeat	restate	apply	analyze	plan +	appraise
record	discuss	employ	differentiate	propose	evaluate
list	describe	use	appraise	design +	rate
name	recognize	demonstrate	calculate	formulate	compare
relate	explain	dramatize	experiment	arrange	value
underline	express	practice	test	assemble	revise
recall	identify	illustrate	compare	collect	score
inquire	locate	operate	contrast	construct	select
record	report	schedule	criticize	create	choose
recognize	review	shop	diagram	set up	assess
match	tell	sketch	inspect	organize	estimate
memorize	change	organize	debate	prepare	measure
select	rearrange	reconstruct	inventory	solve +	consider
distinguish	give example	solve	question	produce +	conclude
identify	illustrate	transfer	relate		weigh
label	comment	generalize	solve		criticize
	transform	choose	examine		assess
	demonstrate	classify	categorize		
	infer	calculate	discriminate		
	generalize		deduce		
	interpret		put into list		
	summarize		describe		
			classify		
			categorize		

Knowledge Recall: To remember previously learned material
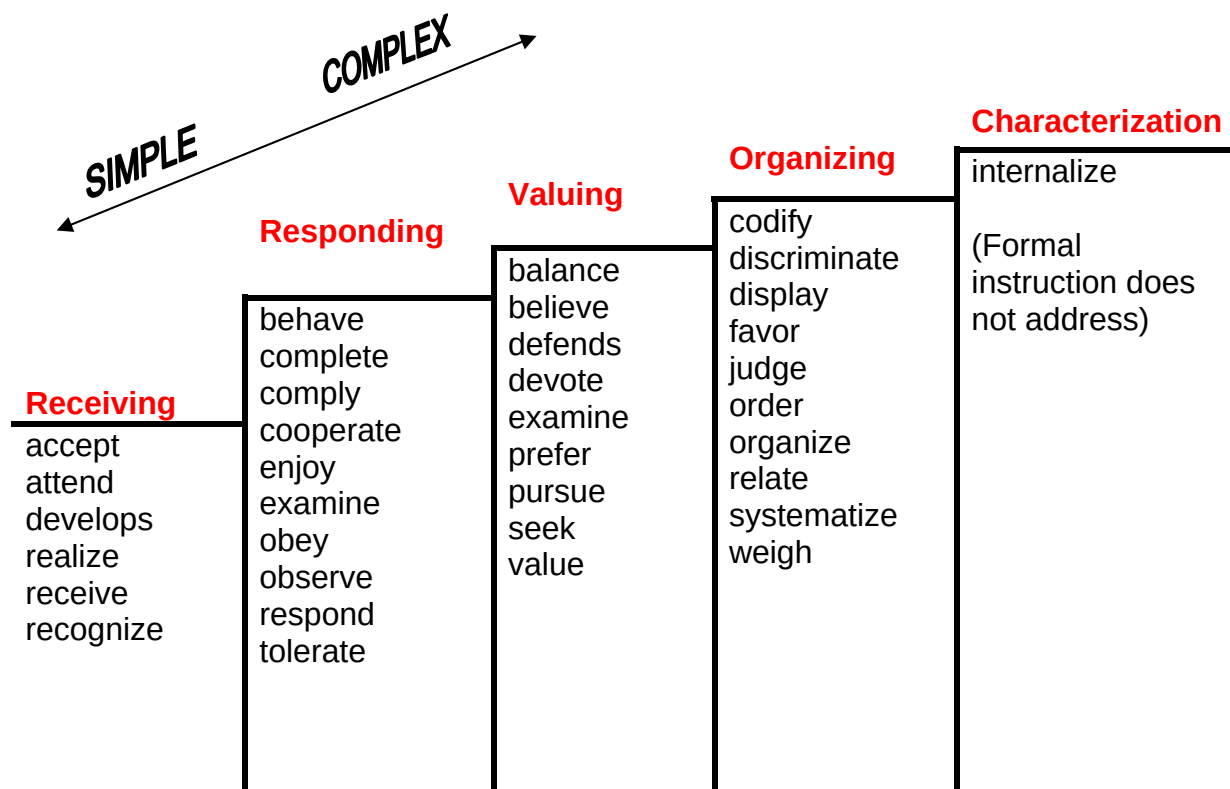
Comprehension: To grasp the meaning of the knowledge being learned and be able to paraphrase or explain it

Application: The ability to use learned information and materials

Analysis: The ability to break material down into its elements or parts so that its organizational structure may be understood

Synthesis: The ability to combine previous experience with new material to form a structure

Verbs Requiring Affective Outcomes

SIMPLE ← **COMPLEX** →

Receiving

accept
attend
develops
realize
receive
recognize

Responding

behave
complete
comply
cooperate
enjoy
examine
obey
observe
respond
tolerate

Valuing

balance
believe
defends
devote
examine
prefer
pursue
seek
value

Organizing

codify
discriminate
display
favor
judge
order
organize
relate
systematize
weigh

Characterization

internalize

(Formal
instruction does
not address)

Receiving: Awareness, willingness to receive, and controlled attention
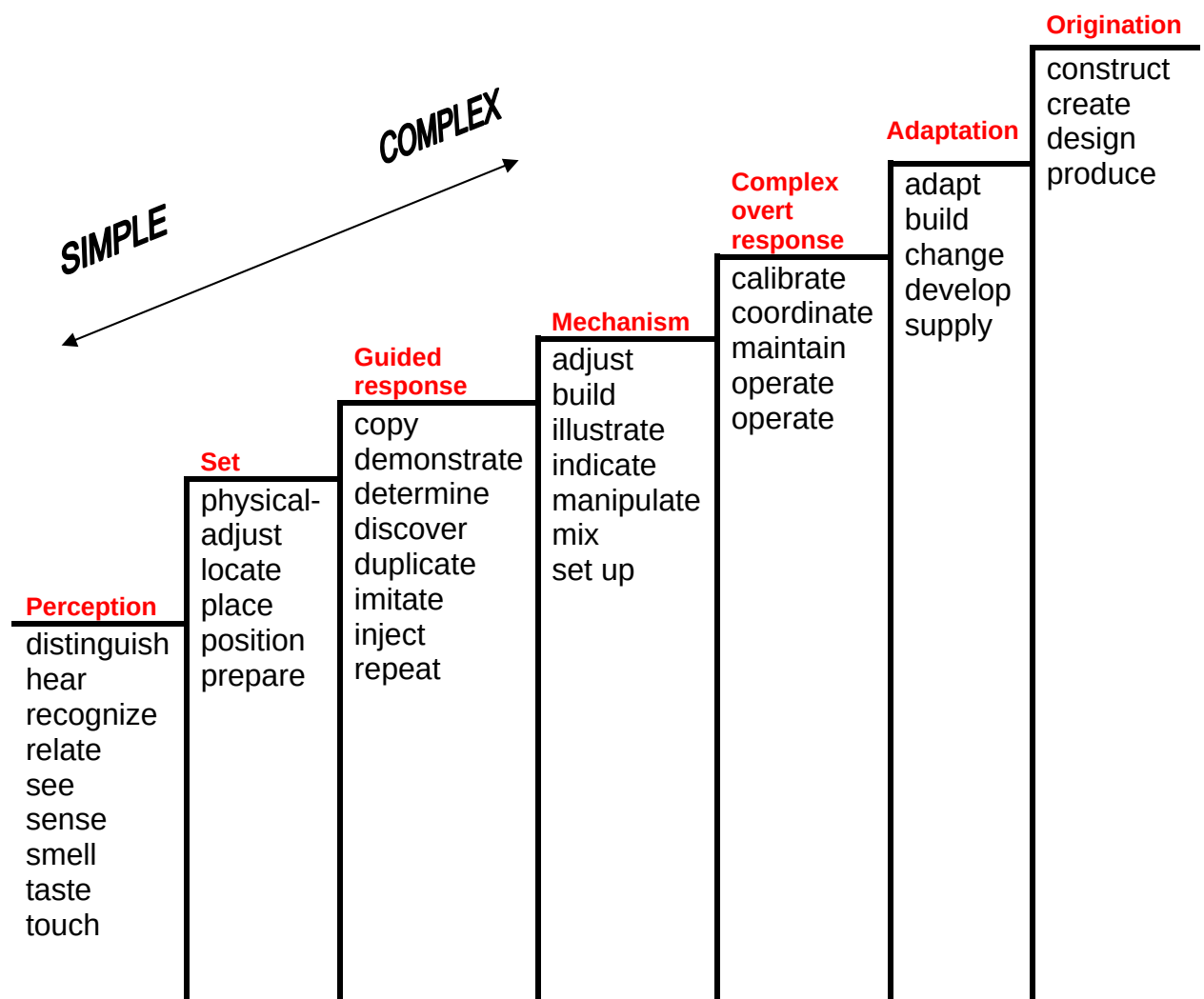
Responding: Compliance in reacting to a suggestion, willingness to respond, and satisfaction in response

Valuing: Accepting a value as a belief, indication of preference for the value, and commitment

Organizing: Conceptualization of a value in abstract or symbolic terms and organization of a value system

Characterization of an internally consistent value system: The individual acts consistently in accordance with the values he/she has internalized

Verbs Requiring Psychomotor Outcomes

Origination
construct
create
design
produce

COMPLEX

SIMPLE

Adaptation
adapt
build
change
develop
supply

Complex overt response
calibrate
coordinate
maintain
operate
operate

Mechanism
adjust
build
illustrate
indicate
manipulate
mix
set up

Guided response
copy
demonstrate
determine
discover
duplicate
imitate
inject
repeat

Set
physical-
adjust
locate
place
position
prepare

Perception
distinguish
hear
recognize
relate
see
sense
smell
taste
touch

Perception: Involves sensitivity to a situation object, or relationship that normally leads to action
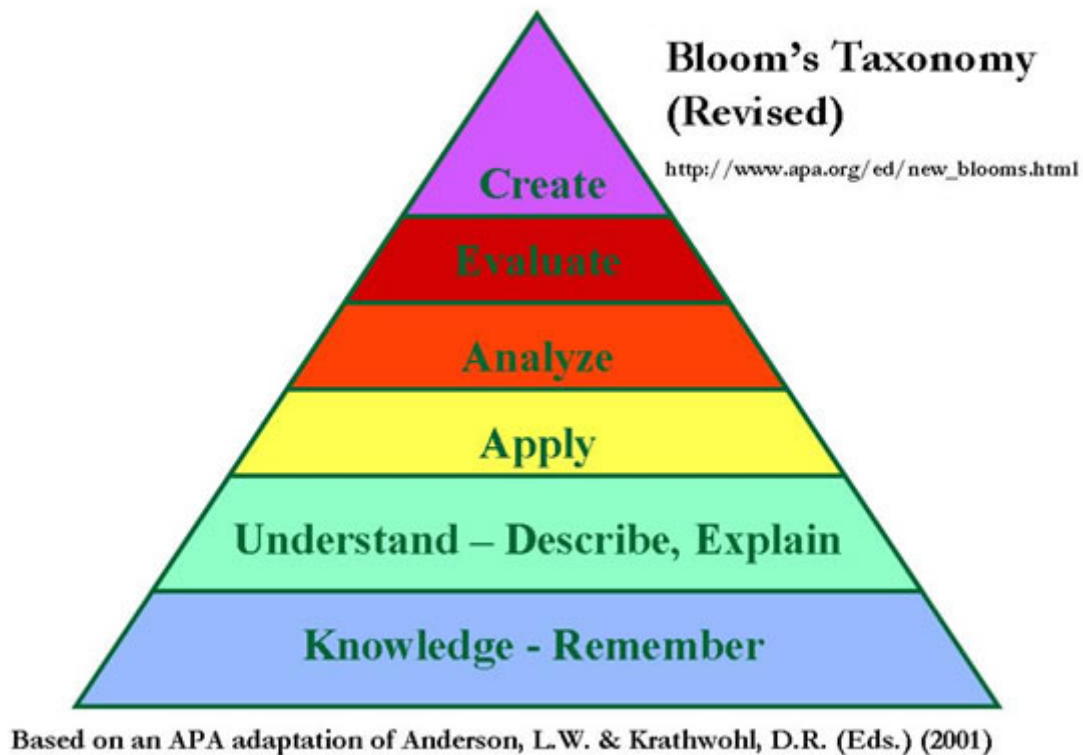
Preparation: Involves readiness to perform

Orientation: Involves the discovery and/or decision of the response(s) which must be made

Pattern: Involves a learned response that is habitual; presentation is smooth and the presenter has confidence in his ability

Performance: Involves a complex motor action, carried out with a high degree of skill. (may be thought of as "motor synthesis")

<u>Bloom's Revised Taxonomy</u>

Bloom's Taxonomy (Revised)

http://www.apa.org/ed/new_blooms.html

Create

Evaluate

Analyze

Apply

Understand – Describe, Explain

Knowledge - Remember

Based on an APA adaptation of Anderson, L.W. & Krathwohl, D.R. (Eds.) (2001)

Taxonomy Self-Questioning Chart

Level of Thinking	Comprehension Statement	Focusing Question
Creating	I have created new knowledge.	How has this author changed what I understand?
Evaluating	I can critically examine this author's message.	How has the author's perspective influenced what he/she tells me?
Analyzing	I can take my understanding to a deeper level.	How is this similar to (or different from) other material I've read?
Applying	I can use my understanding in some meaningful way.	How can I connect what this author is telling me to understand something better?
Understanding	I can understand what the author is telling me.	What does this author want me to understand?
Remembering	I can recall specific details, information, and ideas from this text.	What do I need to remember to make sense of this text?

Doug Buehl (2007)   Student

Accountability Model—SAM Codes

Student Accountability Model (SAM) is a letter symbol assigned by the College in accordance with the SAM Operations Manual.

A=Apprenticeship
B=Advanced Occupational
C=Clearly Occupational
D=Possibly Occupational
E=Non-Occupational

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

B—ADVANCED OCCUPATIONAL:
Courses are those taken by students in the advanced states 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.

C—CLEARLY OCCUPATIONAL:
Courses will generally be taken by students in the middle stages of their programs and should be of a difficulty level sufficient to detract "drop-ins". A 'C' level course may be offered in several occupational programs within a broad area. 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.

D—POSSIBLY OCCUPATIONAL:
Courses are those taken by students in the beginning stages of their occupational program. The 'D' priority can also be used for service (or survey) courses for other occupational programs.

E—NON-OCCUPATIONAL:
Courses are non-occupational.

A 'C' priority is appropriate for work experience courses that are not tied to a specific occupational program.

An 'E' priority is appropriate for work experience courses that are not tied to a specific occupational program.
NOTE: In cases where a question exists, a good general rule is to assign the lower priority of the two codes in question.

Course Classification Code

Category A—Liberal Arts and Sciences Education and Associate Degree Programs and Courses
A0 Not transferable, not degree applicable
A1 Not transferable, AA/AS degree only
A2 Transferable to CSU, UC, and private colleges/universities (and/or out of state colleges and universities)
A3 Transferable to CSUC, UC, and private colleges/universities

Category B—Remedial Education (Developmental and Compensatory Courses)
B0 Not transferable, not degree applicable
B1 Not transferable, AA/AS degree only
B2 Transferable to CSU, UC, and private colleges/universities (and/or out of state colleges and universities)
B3 Transferable to CSUC, UC, and private colleges/universities

Category C—Remedial Education (Adult Elementary and Secondary Basic Skills)
C0 Not transferable, not degree applicable

C1 Not transferable, AA/AS degree only
C2 Transferable to CSU, UC, and private colleges/universities (and/or out of state colleges and universities)
C3 Transferable to CSUC, UC, and private colleges/universities

Category D—Community Education Programs and Courses (Personal Development and Survival Courses)
D0 Not transferable, not degree applicable
D1 Not transferable, AA/AS degree only
D2 Transferable to CSU, UC, and private colleges/universities (and/or out of state colleges and universities)
D3 Transferable to CSUC, UC, and private colleges/universities

Category E—Community Education Programs and Courses (Personal Development and Survival Course, i.e, courses for substantially disabled)
E0 Not transferable, not degree applicable
E1 Not transferable, AA/AS degree only
E2 Transferable to CSU, UC, and private colleges/universities (and/or out of state colleges and universities)
E3 Transferable to CSUC, UC, and private colleges/universities

Category F—Community Education Programs and Courses (Parenting and Family Support Courses)
F0 Not transferable, not degree applicable
F1 Not transferable, AA/AS degree only
F2 Transferable to CSU, UC, and private colleges/universities (and/or out of state colleges and universities)
F3 Transferable to CSUC, UC, and private colleges/universities

Category G—Community Education Programs and Courses (Community and Cultural Courses)
G0 Not transferable, not degree applicable
G1 Not transferable, AA/AS degree only
G2 Transferable to CSU, UC, and private colleges/universities (and/or out of state colleges and universities)
G3 Transferable to CSUC, UC, and private colleges/universities

Category H—Community Education Programs and Courses: General and Cultural Courses
H0 Not transferable, not degree applicable
H1 Not transferable, AA/AS degree only
H2 Transferable to CSU, UC, and private colleges/universities (and/or out of state colleges and universities)
H3 Transferable to CSUC, UC, and private colleges/universities

Category I—Occupational Education (Career and Occupational Courses)

I0   Not transferable, not degree applicable
I1   Not transferable, AA/AS degree only
I2   Transferable to CSU, UC, and private colleges/universities (and/or out of state colleges and universities)
I3   Transferable to CSUC, UC, and private colleges/universities

Lecture/Laboratory Definition and Unit Determination

1.   Lecture – One unit per hour of classroom instruction
       (d) Direct delivery of instruction by a certified instructor, and
       (e) Two hours of outside class study or other activity is expected for each class hour.
2.   Laboratory – One unit per three hours of classroom instruction in any combination of the following:
       (a) Experimentation
       (b) Skills practice
       (c) Skills application
       (d) Observation
       (e) Data Collection
       (f) Exercises involving cognitive and/or psychomotor activity
       (g) Specimen or artifact collection
       (h) Field trips

NOTE : In practice, most instructional situations will fit comfortably into lecture or laboratory. When they do not, or when the proposed number units does not appear to be consistent with the guidelines, justification or explanation from curriculum developer(s) will be needed. Sometimes rounding of units will be indicated. For example, 2 hours of laboratory would be ½ or 1 unit, rather than .667 units.

Resources for Curriculum Development

Academic Senate for California Community Colleges:
http://www.academicsenate.swccd.edu
ensures effective participation in the formation of statewide policies on academic and professional matters. This site is maintained by the Academic Senate for California Community Colleges. The Academic Senate represents the faculty of the community colleges.

Accreditation Standards:
http://www.accjc.org/
 features the new standards, core documents and publications, bulletin boards, a directory of colleges accredited by ACCJC, and much more.

ASSIST: Statewide Student Transfer Information for California:
http://www.assist.org
provides access to online student-transfer information system that shows how course credits earned at one public California college or university can be applied when transferred to another. ASSIST is the official repository of articulation for California's public colleges and universities and provides the most accurate and up-to-date information about student transfer in California.

California Code of Regulations:
http://ccr.oal.ca.gov
contains the text of the regulations that have been formally adopted by state agencies, reviewed and approved by the Office of Administrative Law, and filed with the Secretary of State. The CCR consists of 27 titles and contains the regulations of approximately 200 regulatory agencies. This website is updated weekly.

California Community Colleges Chancellor's Office: Inventory of Approved and Projected Programs:
http://misweb.cccco.edu/esed/webproginv/prod/invmenu.htm
lists the degrees and certificates offered by California community colleges which are approved by the Chancellor's Office, and projected as a future program.

California Community Colleges Chancellor's Office: Distance Ed Programs and New Regulations Workshop:
http://instsrv.sdccd.edu/Curriculum/Distance%20Ed/CO%20Workshop%20on%20DE%2091304.ppt
provides an overview of the new regulations faculty must be aware of regarding distance education.

California Community Colleges State Chancellor's Office:
http://www.cccco.edu
provides information on current events affecting community colleges, grant information, organization of the government offices, departments, and divisions.

California Intersegmental Articulation Council (CIAC):
http://ciac.csusb.edu/ciac/
serves as a statewide forum for Articulation Officers to meet, discuss, and resolve college transfer and articulation issues and facilitates the progress of students between and among the segments of postsecondary education in California. (Some information may be password protected.)

California Labor Market Info:
http://www.labormarketinfo.edd.ca.gov/
provides an overview of labor market information in the state or a county, including employment and unemployment, industry data, wages, consumer price index and more. It makes available a description of wages, employment outlook, training providers, and skills of a single occupation. It uses the data library to access historical data or data for more than one area or occupation and discovers occupational projections of employment, occupational wages, industry employment, and unemployment rates.

California Law—Education Code:
http://www.leginfo.ca.gov/cgi-bin/calawquery?codesection=edc&codebody=&hits=20
provides access to the California Education Code index page.

California State University:
Executive Orders
http://www.calstate.edu/eo/index.shtml
contains links to executive orders from California State University.

CCC to UC Transfer Admission Programs:
http://www.ucop.edu/pathways/infoctr/at/atprogs.html
provides transfer information. Under some programs, students at certain community colleges are guaranteed admission to a UC campus if they meet specific requirements in completing their lower-division course work. Other programs provide extensive academic and admission support services to transfer applicants, but do not guarantee admission.

Curriculum (Academic Senate):
http://www.curriculum.cc.ca.us
assists faculty within the California Community Colleges who design and approve curriculum. The process of developing a course outline is discussed and sample course outlines are presented on this website along with other useful information. The Web site is maintained by the Academic Senate for those who develop, review, and approve curriculum.

CSU—Student Academic Support—QUIK-LINK:
http://instsrv.sdccd.edu/Links/CSU.Web.Links.Resource.xls
lists CSU websites and related resources. The Web site is maintained by the San Diego Community College District.

IMPAC:
http://www.cal-impac.org/
contains information pertinent to the Intersegmental Major Preparation Articulated Curriculum. The project is the initiative of the community colleges, UCs, and CSUs put forward to ease the transfer from two year to four-year colleges. This Web site is maintained by the Academic Senate.

League for Innovation in the Community College:
http://www.league.org/
contains information about the League for Innovation in the community college. The League is an international organization dedicated to catalyzing the community college movement. The League hosts conferences and institutes, develops Web resources, conducts research, produces publications, provides services, and leads projects and initiatives with member colleges, corporate partners, and other agencies in the continuing efforts to make a positive difference for students and communities.

Occupational Employment Statistics:
http://www.bls.gov/oes/
provides employment and wage estimates for over 700 occupations. These are estimates of the number of people employed in certain occupations, and estimates of the wages paid to them.

Program and Course Approval Handbook:
http://instsrv.sdccd.edu/Curriculum/Handbook/Curriculum Handbook 032003.doc
provides a link to the Chancellor's Office Program and Course Approval Handbook.

Regulations and Guidelines for Curriculum Development:
http://www.curriculum.cc.ca.us/Curriculum/
RegulationsGuidelines/RegulationsGuidlinesMain.htm
contains the full text of regulations and Guidelines related to California Community College curriculum. These materials include not only links to the Education Code, Title 5, IGETC, and CSUGE but also guidelines and publications produced by the Community College Chancellor's Office, Academic Senate for California Community Colleges, the California State University, the University of California, and the other state organizations.

SCANS 2000 Center:
http://www.scans.jhu.edu/NS/HTML/Index.htm
provides information and recommendations about teaching the SCANS skills and encouraging lifelong learning.

Title 5:
http://ccr.oal.ca.gov/default.htm
provides the California Code of Regulations (CCR). This site is powered by search engines to help one sort through the wealth of information available there.

TOP Codes, Sixth Ed.:
http://www.cccco.edu/divisions/esed/aa_ir/CREDIT/credit_attachments/TopTax.doc
links to the Taxonomy of Programs (TOP) Codes. The 6th Edition is the first revision since 1995. In this edition, codes and titles have been added for many new types of programs. Some titles associated with existing codes have been modernized, and some misaligned hierarchies have been corrected.

WebAIM:
http://www.webaim.org/
expands the potential of the Web for people with disabilities by providing the knowledge, technical skills, tools, organizational leadership strategies, and vision that empower organizations to make their own content accessible to people with disabilities.

Guidelines for Compliance with Section 504, 508 and ADA

In compliance with Sections 504 and 508 of the Federal Rehabilitation Act and the Americans with Disabilities Act, and to create an educational environment where students with disabilities have equal access to programs of instruction, the Curriculum Committee developed guidelines to assist in the development of accessible curricula. Universal Design is defined by the Center for Universal Design at North Carolina Sate University as "the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design." (http://www.design.ncsu.edu/cud/univ_design/ud.htm). The following guidelines promote the concept of Universal Design in the development of courses:

    (a) Guidelines for Distance Education

    (b) Guidelines for Production of Alternate Media

    (c) Academic Accommodations for instruction on-site and distance education

    (d) Field Trips and Access

In 2000 the Chancellor's Office, in cooperation with the Office of Civil Rights, produced and distributed two documents statewide:

    (a) Distance Education: Access Guidelines for Students with Disabilities (March 2004).

    (b) Guidelines for Producing Instructional and Other Printed Materials in Alternate Media for Persons with Disabilities (April 2000). If complaints by students with disabilities arise because of inaccessible instruction and/or instructional materials, the Chancellor's Office will apply these guidelines in determining if a district has met Title 5 section 55370 and 59300 obligations. The Chancellor's Office, Office of Civil Rights, and Judicial System will not respond leniently to complaints if colleges do not respond to the guidelines.

Every school received an orientation to these guidelines, and every dean has a copy of both sets of guidelines for faculty reference. In addition the following college policy was approved for implementation:

ALTERNATE MEDIA

The Southwestern Community College District is committed to the implementation of Sections 504 and 508 of the Federal Rehabilitation Act and the 1990 Americans with Disabilities Act in providing equal opportunity in education. The District supports the use of Alternate Media as an accommodation for students with disabilities to provide access to college course materials, distance education, other college materials and

technology. The District responds to requests for college materials in alternate media in a timely manner and provides accurate translations in a reasonable manner and in a medium appropriate to the significance of the message.

Alternate Media is a different form of presentation from work which was originally done. Alternate Media allows access for those individuals who, due to a sensory or processing disability, cannot use the standard materials.

All college publications and print material will include the following statement: To request a copy of this material in alternate media, contact Disability Support Services, 619-482-6512, TTY 619-482-6470.

All audio-visual instructional materials (for example VHS, CD, DVD) purchased for instructional use will be close captioned. The next two sections provide guidance in the development of new curriculum, course outlines, electronic instruction, and provisions for alternate media.

GUIDELINES FOR DISTANCE EDUCATION

College Policy 6081 "…supports the use of Alternate Media as an accommodation for students with disabilities to provide access to college course materials, distance education…"

The Southwestern College Online Learning Plan states "Southwestern College will comply with all legal and regulatory requirements for services for those with disabilities, copyright law, state and national requirements for institutions offering educational programs."

When a course is considered for offering as an online course, access for students with disabilities must be included. The following are examples of student needs:
1. Students who are blind or vision impaired need to use screen reading or print enlarging software to "read" the text and navigate the screen.
2. Students who are deaf or hearing impaired must be able to 'read' audio materials with captioned text.
3. Students with physical disabilities need to use alternative keyboard technology to complete their assignments.
4. Students may need extended time for any timed tests.

These examples of reasonable accommodations must be planned for and built into any online course, Web site, and sites that are linked to a college course or Web site.

To comply with federal and state law, the Alternate Media policy, and Southwestern College Online Learning Plan, the following Section 508 requirements must be met for all Web and Distance Education design or sites that are linked by a college course or Web site:

1. A text equivalent for every non-text element shall be provided (e.g., via "alt", "longdesc", or in element content).
2. Equivalent alternatives for any multimedia presentation shall be synchronized with the presentation.
3. Web pages shall be designed so all information conveyed with color is also available without color, for example from context or markup.
4. Documents shall be organized so they are readable without requiring an associated style sheet.
5. Redundant text links shall be provided for each active region of a server-side image map.
6. Client-side image maps shall be provided instead of server-side image maps except where the regions cannot be defined with an available geometric shape.
7. Row and column headers shall be identified for data tables.
8. Markup shall be used to associate data cells and header cells for data tables that have two or more logical levels of row or column headers.
9. Frames shall be titled with text that facilitates frame identification and navigation.
10. Pages shall be designed to avoid causing the screen to flicker with a frequency greater than 2 Hz and lower than 55 Hz.
11. A text-only page, with equivalent information or functionality, shall be provided to make a web site comply with the provisions of this part, when compliance cannot be accomplished in any other way. The content of the text-only page shall be updated whenever the primary page changes.
12. When pages utilize scripting languages to display content or to create interface elements, the information provided by the script shall be identified with a functional text that can be read by assistive technology.
13. When a web page requires an applet, plug-in or other application be present on the client system to interpret page content, the page must provide a link to a plug-in or applet that complies with §1194.21(1) through (12).
14. When electronic forms are designed to be completed on-line, the form shall allow people using assistive technology to access the information, field elements, and functionality required for completion and submission of the form, including all directions and cues.
15. A method shall be provided that permits users to skip repetitive navigation links.
16. When a timed response is required, the user shall be alerted and given sufficient time to indicate more time is required.

These required development steps for Web-based information for online education content, web sites, and pages need to be identified as met using the Southwestern College Web Accessibility Checklist in the Appendix. Testing to see if all functions for online instruction are accessible can be done using special programs

like A-Prompt, Bobby, WAVE. GUIDELINES FOR PRODUCTION OF ALTERNATE MEDIA

The Chancellor's Office guidelines for the production of alternate media (April 2000) refer to the terms "alternate media" or "accessible formats" as methods of making information accessible to persons with disabilities. The most common types of alternate media include captioning for video and audio formats, Braille, tactile graphics, large print, and electronic text. Classroom and distance education instruction may include the use of textbooks, video/CD, audio, and print handouts.

These materials are used to communicate important instructional information. The Office of Civil Rights (OCR) has determined alternate media produced must include these three basic components of effective communication: "timeliness of delivery, accuracy of translation, and provision in a manner and medium appropriate to the significance of the message and the abilities of the individual with the disability." (OCR Docket No. 09-97-2145, January 9, 1998.)

To ensure timely and accurate provision of alternate media and to comply with federal and state regulations, the Southwestern Community College District Governing Board passed policy 6081. This means colleges must identify procedures in a timely manner for students to obtain instructional materials in an alternate media. In addition, all new videos purchased must be captioned, or the district must bear the cost of captioning once the publishers approval has been obtained. This section will identify procedures and processes for faculty to assist in the development of curriculum planning for access to all instructional materials used in class.

Videos and DVDs

All new videos and DVDs purchased must have captioning or be captioned at program/district expense. As faculty preview these materials for instructional purposes, they must check for captioning. If any of these materials under consideration for purchase is not captioned, the instructor must:
1.   look for other captioned videos and DVDs with similar content.
2.   obtain approval from the publisher to caption the video, then obtain approval by the college for the cost of captioning.

> Please note there is wide availability of close-captioned DVDs available for purchase. Captioning a video or DVD is expensive. The district could buy a DVD, a DVD player, a television, and still have money left over for snacks!

Printed Material

The Disability Support Services Office has a procedure to process requests for production of print material in alternate media in a timely manner. Students eligible to

use DSS should have the production of alternate media identified as an accommodation. Students will receive an orientation to the procedures and forms needed for requesting alternative media.
The process: For textbooks, the student must purchase the college text and bring the receipt at the time of request. Options for alternate media include use of Recording for the Blind and Dyslexia, E-text, Kurzweil, Braille, and Tactile Graphics.

For production of handouts, the student must work with the DSS High Tech Center to have the text translated. These may be translated into e-text using Kurzweil software, Braille, or other accepted formats, depending on the disability.

ACADEMIC ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES FOR CLASSES ON-SITE AND DISTANCE EDUCATION

When students provide verification of a disability and related functional learning limitations, they have the right to request reasonable accommodation from their class instructors. Instructors are responsible for responding to the request in a timely manner. This responsibility includes classes both taught on-site and via distance education.

Disability Support Services (DSS) is the office charged with the responsibility of verifying in writing, a student's disability and functional limitations that impact learning. A DSS Specialist then authorizes reasonable accommodations for the student in each class. The DSS office is the resource for students, faculty, and the district regarding disability accommodations.

The right to request and receive reasonable accommodations is based on both federal disability laws and state regulations. The Office of Civil Rights (OCR) and civil case law also guide provisions for accommodations. The purpose of the following section is to provide guidance to the discussion, identification, and provision of reasonable accommodations. Below one can find the Title 5 section that refers to this area:

56027 Academic Accommodations
Each community college district receiving funding pursuant to this subchapter shall establish a policy and procedure for responding to, in a timely manner consistent with Section 53203 of this division, accommodation requests involving academic adjustments. This procedure shall provide for an individualized review of each request. The procedure shall also permit the Section 504 Coordinator, or other designated district official with knowledge of accommodation requirements, to make an interim decision pending a final resolution.
 Authority cited: Sections 67312, 70901 and 84850, Education Code. Reference: Sections 67310-12 and 84850, Education Code.

Examples of academic accommodations in a classroom may include note takers, tape recorders, and extra time on assignments and tests. The following are examples of

common instructional media accommodations: captioning of video, electronic version or Braille versions of syllabus and class handouts.

Examples of academic accommodations in distance education courses are included with an accessible course design that complies with federal web accessibility guidelines and permits extended time for tests and assignments.

Procedures for students requesting academic accommodations (AA)

After the students are processed by DSS, they are given AA forms for each class. For distance education classes, verification and authorization of accommodations are completed via email with all contacts made to DSS at dss@swccd.edu. The students must submit their accommodations request to the instructor. The instructor and student may confer with Specialists in the DSS Office by email or phone for clarification and assistance. This must take place in a timely manner.

- If the student asks for an accommodation but does not have an authorized AA form, then the student is directed to DSS to obtain the form.
- If the student asks for help with the online class and does not have a verified disability, then the student is referred to district resources, including the Academic Success Center, the High Tech Center, or DSS as appropriate.

It is recommended instructors include the following statement on each course syllabus: STUDENTS WITH DISABILITIES WHO MAY NEED ACADEMIC ACCOMMODATIONS SHOULD DISCUSS OPTIONS WITH THEIR PROFESSORS DURING THE FIRST TWO WEEKS OF CLASS.

College instructors must respond to requests for accommodations for a disability in a timely way. If an academic accommodation is denied, the student has the right to appeal the decision. Informally, the student may request assistance from DSS to coordinate with the instructor, Department Chair and/or Dean to resolve the matter in a timely manner. If the matter is not resolved between the student and instructor, the student then has the right to request a formal hearing with the Academic Accommodation Hearing Committee. During this appeals process, the original accommodation must be allowed. (Refer to the Academic Accommodation Policy in the Southwestern College catalog)

FIELD TRIPS AND ACCESS

As a part of course development, faculty may require attendance at off-site field trips. The instructor has the responsibility to ensure the location is accessible to all students (i.e., those who are blind, deaf or in wheelchairs). If the field trip is a required activity and the location is not accessible, the instructor must provide an alternate activity that allows the student to have access to the information learned on the field trip (i.e., videotaping the field trip so the student can attend "virtually"). Another option for the

instructor is to provide an alternate assignment which enables the student to learn the same information.

If the college is providing transportation, the instructor must arrange accessible means of transportation for students with disabilities. This can be arranged by working with the facilities office. Since not every bus in our mass transit system is fitted with lifts for people who use wheelchairs, public transportation may not be reasonable for transportation to a field trip site. The instructor must assist the student in working out reasonable accommodations or alternatives to field trips. The DSS Office can be a useful resource for this.

When instructors plan to take their classes on a field trip, they are required to comply with the following procedures. They must:
1.   complete of the <u>Field Trip Request</u> form (available in School Offices).
2.   obtain approval by School Dean and turn in approved form to School Office.
3.   complete and sign the <u>Excursion/Field Trip Waiver and Medical Authorization</u> form.
4.   turn in Waivers to the School Office.

_____   _____
_____
Instructor's Name   Online Class   Date

Southwestern Community College
Web Accessibility Checklist
(Section 508)

Passes

1. A text equivalent for every non-text element shall be provided (e.g.,   _____
    via "alt", "longdesc", or in element content).
2. Equivalent alternatives for any multimedia presentation shall be
    synchronized with the presentation.   _____
3. Web pages shall be designed so that all information conveyed with
    color is also available without color, for example from context or
    markup.   _____
4. Documents shall be organized so they are readable without
    requiring an associated style sheet.
5. Redundant text links shall be provided for each active region of a
    server-side image map.   _____
6. Client-side image maps shall be provided instead of server-side
    image maps except where the regions cannot be defined with an
    available geometric shape.   _____
7. Row and column headers shall be identified for data tables.
8. Markup shall be used to associate data cells and header cells for
    data tables that have two or more logical levels of row or column   _____
    headers.
9. Frames shall be titled with text that facilitates frame identification
    and navigation.
10. Pages shall be designed to avoid causing the screen to flicker with   _____
    a frequency greater than 2 Hz and lower than 55 Hz.

                                                                              _____
11. A text-only page, with equivalent information or functionality, shall
    be provided to make a web site comply with the provisions of this
    part, when compliance cannot be accomplished in any other way.
    The content of the text-only page shall be updated whenever the   _____
    primary page changes.
12. When pages utilize scripting languages to display content, or to
    create interface elements, the information provided by the script   _____
    shall be identified with functional text that can be read by assistive
    technology.
13. When a web page requires that an applet, plug-in or other
    application be present on the client system to interpret page

content, the page must provide a link to a plug-in or applet that   _____
complies with §1194.21(1) through (12).

14.   When electronic forms are designed to be completed on-line, the
      form shall allow people using assistive technology to access the
      information, field elements, and functionality required for
      completion and submission of the form, including all directions and
      cues.   _____

15.   A method shall be provided that permits users to skip repetitive
      navigation links.

16.   When a timed response is required, the user shall be alerted and
      given sufficient time to indicate more time is required.

_____

_____

_____

_____

The above instructor has demonstrated that the above web site is accessible in adherence with Section 508 of the Rehabilitation Act as of the date entered. The instructor will do all that is reasonably possible to maintain the accessibility of the site when it is updated.

_____
_____
Cognizant Chair Signature   Date

_____   _____
Cognizant Dean Signature   Date

_____   _____
Instructor's Signature   Date

General Information on Student Learning Outcomes

In the new Accreditation Standards, a Student Learning Outcome (SLO) describes the:
- knowledge
- skills
- abilities
- attitudes

students have attained by the end of any set of college experiences, including classes, occupational programs, degrees and certificates and even encounters with Student Services or the Library. The stress is on what students can do with what they have learned which results in a product that can be evaluated.

Faculty must articulate student learning outcomes for each course, each occupational program, and each degree and certificate the school offers. Then, they must design assessments or evaluations that provide students with an opportunity to demonstrate what they have learned. Evaluating those assessments gives information to both the student and to the faculty member about how successful the learning experience has been.

In the classroom, the new Accreditation Standards require SLOs become an integral part of every syllabus. SLOs should also act as a guide for classroom activities and direct classroom assessments or evaluations.

Theory

The traditional approach to teaching of material covered during a course does not necessarily guarantee students learn it. The instructor has delivered the course, but how does one know if the students have truly absorbed the material, or better yet, can apply it? The new Accreditation Standards state success and retention are no longer considered an accurate way of answering that question. Success is determined by students emerging from courses with integrated, higher learning skills they can demonstrate to others. This ability to demonstrate measurable skills is the proof students have truly learned them.

Another keystone of the theory is the belief students perform better when they know exactly what is expected of them, including what they will be required to do and how it will be evaluated. What defines an A, B, or C paper or project should be public knowledge. This concept of transparency is key to using SLOs successfully in the classroom.

The final key concept is practice. Before being evaluated by the application of an SLO, students should have the opportunity to practice the skills or tasks that are measured by it.

Practical Experience

In 2004, Southwestern College began exploring the use of SLOs in the classroom. That summer the president-elect of the Southwestern College Academic Senate attended the statewide Academic Senate, Curriculum Institute. SLOs were introduced as one of the new WASC Accreditation Standards. That fall a team of eight Southwestern College faculty and administrators attended a WASC workshop on "Assessing Improvement in Student Learning" held in Glendale, California.

By the end of the year, the Vice President of Academic Affairs appointed the president-elect of the Southwestern College Academic Senate as the representative to help introduce and implement SLOs in the curriculum. After a team attended a regional SLO workshop held at Grossmont College in March of the same year, Student Services appointed a representative to serve on its behalf. The two individuals act as co-chairs for SLOs, and their charge has been to integrate Student Learning Outcomes into every aspect of the curriculum.

Writing Student Learning Outcomes

SLOs versus Course Objectives

Student Learning Outcomes for the classroom describe the knowledge, skills, abilities, or attitudes a student can demonstrate by the end of a course.
- An instructor must not focus on content or its coverage, but instead they must consider what students should be able to do with the information they have learned by the end of the semester.
- How will students demonstrate this?
- What can they produce to show faculty they have learned to apply their new knowledge?

When trying to define Student Learning Outcomes for a course, instructors must think of the big picture. SLOs:
- describe the broadest goals for the class, ones that require higher-level   thinking abilities.
- require students to synthesize many discreet skills or components of content.
- require students to then produce products such as—papers, projects, portfolios, demonstrations, performances, art works, and exams—which clearly proves what they have learned.
- require faculty to evaluate or assess the product to measure a student's achievement or mastery of the learning outcomes.

Course objectives are on a lesser scale, describing small, discreet skills that require students to utilize basic thinking skills. They are subsets of outcomes. Objectives are the building blocks used to produce whatever is used to demonstrate mastery of an outcome. Objectives can be practiced and assessed individually, but are usually only a portion of an overall project or applied skill.

Objectives	**Outcomes**
Objectives describe skills, tools, or content a student will master by the end of course.	Outcomes describe overarching goals a student will be able to demonstrate by the end of a course.
Objectives measure lower level thinking skills necessary for identifying, comprehending, and applying basic course knowledge.	Outcomes require the use of higher level thinking skills such as analysis, synthesis, and evaluation.
Objectives do not necessarily result in a product. Most often, objectives are synthesized or combined to produce something that measures an outcome.	Outcomes result in a product that can be measured and assessed.

How do learning outcomes differ from course objectives or course goals?

Student learning outcomes build upon, but are different from, course objectives and course goals because they represent a new perspective.

Objectives	**Outcomes**
Objectives focus on valuable skills, tools, or content that enable a student to interact with a particular subject. Objectives focus on content and skills important within the classroom or program, detailing what the staff and faculty will do. Often they are termed the input in the course. Objectives can often be numerous, specific, and detailed. Assessing and reporting on each objective for each student may be impossible.	SLOs focus on overarching products of the course. Outcomes express higher level thinking skills that integrate the content and activities and can be observed as sets of behaviors, skills, or discrete useable concepts learned by the end the class. An assessable outcome is an end product that can be displayed or observed and evaluated based on specific criteria.

Goals reflect the targets for a course or program. Goals indicate the ultimate destination of the student learning process. Objectives demonstrate how the students will learn, and outcomes measure what students have ultimately learned.

"Outcomes demonstrate an understanding and application of a subject beyond the nuts and bolts which hold it together; objectives represent the nuts and bolts." (Bakersfield College Chemistry Professor). The following are examples of course goals:

- The goal of this general art course is to enable students to interpret and apply the principles of aesthetics to the issues and problems found within the context of a variety of disciplines.

- The goal of this general education biology course is to help students acquire and retain relevant scientific knowledge/information, to teach them to apply this knowledge, as well as to stimulate in students the desire for lifelong learning in the field.

- The goal of this nutrition course is to prioritize key nutrition behaviors, identify health and nutrition needs, and integrate these behaviors into health interventions, educational training, and policy.

Detailed below are examples of course objectives of the above mentioned nutrition course:

1. Student will identify and analyze differences in nutritional requirements associated with sex, age, and activity.
2. Student will identify and describe the causes and consequences of nutritional problems.
3. Student will analyze and explain the complications of underlying physiological conditions such as diabetes and malabsorption.
4. Student will identify and analyze key factors involved in correcting nutritional behaviors.
5. Student will identify and describe resources and strategies to treat nutritional disorders.

The following is an example of a course SLO:

"At the end of this nutrition course, a student will be able to analyze a documented nutritional problem, determine a strategy to correct the problem, and write a draft of a nutritional policy addressing the broader scope of the problem."

Note: The charts are adapted from the work of Janet Fulks and Kate Pluta from Bakersfield College. To help instructors write a course outline, they have noted the words from Bloom's Taxonomy that can be used to describe either an objective or outcome.

Knowledge

Objectives   **Outcomes**
Basic   More Sophisticated
Knowledge   Higher Level Thinking

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Student remembers or recognizes information or specific concepts communicated by the instructor with little personal assimilation.	Student grasps the meaning behind the information and interprets, translates, or explains the information.	Student uses information to relate and apply it to a new situation with minimal instructor input.	Student discriminates, organizes, and scrutinizes assumptions in an attempt to identify evidence supporting a conclusion.	Student creatively applies knowledge and analysis to integrate concepts or construct an overall theory.	Student judges or evaluates information based upon standards and criteria, values and opinions.

Skills and Abilities

Objectives
Basic Knowledge
Basic Skills
Level

Outcomes
More Sophisticated
Higher Level Abilities
Critical Understanding of Performance

Observe	Model	Recognize Standards	Correct	Apply	Coach
Students translate sensory input into physical tasks or activities.	Students are able to replicate a fundamental skill or task.	Students recognize standards or criteria important to performing a skill or task correctly.	Students use standards to evaluate their own performances, making necessary corrections.	Students apply this skill to real life situations.	Students are able to teach or train others to perform this skill at another time and place.
Hear Identify Observe See Smell Taste Touch Watch *Usually no outcomes or objectives are written at this level.	Attempt Copy Follow Imitate Mimic Model Reenact Repeat Reproduce Show Try	Check Detect Discriminate Differentiate Distinguish Notice Perceive Recognize Select	Adapt Adjust Alter Change Correct Customize Develop Improve Manipulate Modify Practice Revise	Build Compose Construct Create Design Originate Produce	Demonstrate Exhibit Illustrate Instruct Teach Train

Attitudes

Objectives   **Outcomes**
Elementary Values and Behaviors   More Highly Developed Attitudes
Inherited Value System   Well Thought-out Value System
Egocentric View   Higher Level Abilities to Identify and
                                                         Articulate Others' Values

Receiving	Responding	Valuing	Organizing	Characterizing
Students become aware of an attitude, behavior, or value.	Students exhibit a reaction or change as a result of exposure to an attitude, behavior, or value.	Students recognize a value and demonstrate this by making a commitment to actualize it.	Students determine a new value or behavior as important by making it a priority.	Students will integrate the new value and consistently apply it despite the discomfort or obstacles they may encounter. The value becomes a part of the person's character.
Accept	Behave	Accept	Adapt	Authenticate
Attend	Comply	Adapt	Adjust	Characterize
Describe	Cooperate	Balance	Alter	Defend
Explain	Discuss	Choose	Change	Display
Locate	Examine	Differentiate	Customize	Embody
Observe	Follow	Defend	Develop	Habituate
Realize	Model	Influence	Improve	Internalize
Receive	Present	Prefer	Manipulate	Produce
Recognize	Respond	Recognize	Modify	Represent
	Show	Seek	Practice	Validate
	Studies	Value	Revise	Verify

Examples of Student Learning Outcomes

Detailed below are some examples of outcomes. They contain verbs which reflect higher level thinking skills, thus making them SLOs rather than objectives.

Biology: Students will apply concepts of chemistry to physiological systems.

Criminal Justice: Students will describe the principles of community-based policing and apply them to given situations.

Speech: Students will organize, outline, and deliver well-researched speeches which inform and persuade a specific audience.

Dental Hygiene: Students will demonstrate the technique of soft-tissue curettage on appropriate clinic patients.

History: Students will evaluate historical myths, clichés and prejudices that permeate the contemporary culture of the United States.

Photography: Students will manually operate a 35 mm camera to create original photographs by applying the principles of exposure and development of black and white photographic films and papers according to the principles of composition and design, aesthetics, and content.

English: Students will use their unique voices to write papers that analyze the ecological, anthropological, historical, and literary aspects of the Monterey Bay region.

Piano: Students will sit at the keyboard, so the body will rest on its frame in such a way to be able to use their hands, arms, and fingers to produce a beautiful tone with great speed and evenness.

Guide to Writing SLOs

Beginning is often the most difficult step. Instructors need to remember they have been doing this all along and must put what they know intuitively as a professional into words. By responding to the worksheet on the next page, instructors must do the following:

1. In one sentence, each instructor must describe one major skill, ability, attitude, or piece of knowledge students will have gained by the end of the class, making sure to describe what students will do and not by emphasizing content, activities, or hours.
2. An instructor must use action verbs. See the previous pages for examples.
3. An instructor must write it in language a student will understand.
4. An instructor needs to make sure the outcome is something that can be assessed or tested.
5. Hint: Sometimes it's easier to start backwards by thinking about the major assessments used in the course. These would be the products or demonstrations of the outcomes. The instructor needs to make a list the major assignments for the course. Then the instructor needs to describe in one sentence what the students are being asked to demonstrate in those assignments.
6. A word of warning: Instructors must be careful when describing attitudes in a learning outcome. They are hard to assess. If a student does not have a certain attitude, but possesses the knowledge and skills being taught, is that satisfactory? Instructors must ask themselves if the attitude is crucial to student success in their courses.

Writing Student Learning Outcomes Worksheet

Course Name and Number _____

Outcome
An instructor writes one sentence that describes a major skill, ability, attitude, or piece of knowledge students can demonstrate by the end of the course

Assessment
Major assignment, project or test used to demonstrate or apply an outcome

Student Learning Outcome Checklist   Yes   No

Do the SLOs include active verbs?

Do the SLOs suggest or identify an assessment?

Do the SLOs address the expected level of learning for the
course using Bloom's Taxonomy as a guideline?

Do the SLOs address more than one domain (cognitive,
psychomotor, and affective)?

Are the SLOs written as outcomes rather than as objectives?
The language indicates an important overarching concept
versus a small lesson or chapter objectives.
Outcomes address what a student will be able to **do** at the
completion of the course.
SLOs address student competency rather than content
coverage.

Are the SLOs appropriate for the course? They must:
be consistent with the curriculum document of record.
represent a fundamental result of the course.
align with other courses in a sequence, if applicable.
represent collegiate level work.

Will students understand the SLOs?
Comments or suggestions:

When it comes to SLOs, instructors need to keep the following in mind:

- Each course and classroom has unique factors.
- Disciplines have unique language and culture.
- Cross disciplinary conversations are invaluable.
- Ultimately discipline-specific conversations best define competencies for students.
- Everyone is a learner when it comes to assessment.
- As professionals, instructors are guided by the principles of academic freedom.

Revised Student Learning Outcomes Worksheet

Use the chart below to revise any of the SLOs previously created.

Course Name and Number _____

Outcome
An instructor writes one sentence that describes a major skill, ability, attitude, or piece of knowledge students can demonstrate by the end of the course

Assessment
Major assignment, project or test used to demonstrate or apply an outcome

Style Guide For College Catalog, Curriculum, and Schedule of Classes

A
acronyms
Leave out the periods between letters. (NAACP, not N.A.A.C.P.) Use acronyms only if they are widely known or are spelled out on the first reference. Do not follow the full reference with the acronym in parentheses, but use the acronym on the second and later references.

Acronyms, commonly used
AAA	Authentication Authorization & Accounting
ADA	Average Daily Attendance
API	Application Programming Interface
ARMA	American Records Management Association
BGP	Border Gateway Protocol
CD	Contact Disk
CGI	Common Gateway Interface
CFML	ColdFusion Markup Language
CIT	Cisco Internetwork Troubleshooting
CFOUTPUT	ColdFusion Output
CPEC	California Postsecondary Education Commission
CSPFA	Cisco Secure PIX Firewall Advanced
CSS	Cascading Style Sheets
D	Degree course
DDR	Dial on Demand Routing
DHCP	Dynamic Host Configuration Protocol
DNS	Domain Name Servers
DVD	Digital Video Disk
EBGP	Exterior Border Gateway Protocol
EIGRP	Enhanced Interior Gateway Routing Protocol
EIGRP	Enhanced Interior Gateway Protocol
GIF	Graphic Image Format
HTML	Hyper Text Markup Language
IBGP	Interior Border Gateway Protocol
IGETC	Intersegmental General Education Transfer Certification
IIS	Internet Information Services
IS-IS	InterSystem to InterSystem
ISDN BRI WANs	Integrated Services Digital Network Basic Rate Interface Wide Area Networks
IOS	Internetwork Operating System
IPSec	Internet Protocol Security
LAMP	Linux, Apache, MySQL, PHP
NAT	Network Address Translation
ND	Non Degree Course
ODBC	Open Database Connectivity

OLE   Object-Linking and Embedding
PAT   Port Address Translation
PIX Public   Internet Exchange
PDF   Physician's Desk Reference
RADIUS   Remote Authentication Dial-In User Service
RSoP   Resultant Set of Policy
SAM   Student Accountability Model
SPF   Shortest Path First
SQL   Structured Query Language
TACACS+   Terminal Access Control Access Control System
TCP/IP   Transmission Control Protocol/Internet Protocol
TOP   Taxonomy of Program
URL   Uniform Resource Locator
VLAN   Virtual Local Area Networks
VLSM   Variable Length Subnet Masks
VPN   Virtual Private Network
WSCH   Weekly Student Contact Hour

addresses
Address elements must appear in the following order:
Name
Title
Office
Southwestern College
Address
City/state/zip

or

William C. Kinney
Vice President for Academic Affairs
Room 213
Southwestern College
900 Otay Lakes Rd.
Chula Vista, CA 92131

advisor, not adviser
Advisor is the preferred spelling.

affect, effect
As verbs, affect means to influence and effect means to put into place (as in to effect change). As nouns, effect is a result and affect is a technical psychological term. In general, effect is the noun needed; affect is the verb needed.

a.m., p.m.
Always use lowercase, with periods.

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ampersand

Use only when part of a proper name, such as AT&T.; write out Computer and Information Systems.

annual

First must not be used with annual; an event has to have happened before to be annual. Annual must not be capitalized in a description of yearly events, unless it is part of the official name. (This is the 41st annual Southwestern College Music Festival.)

B

C

capitalization

You must capitalize:

- titles before person's name. (Dean of Mathematics, Sciences, and Engineering, Kathy Tyner)
- official names of departments. (Department of History)
- ethnic groups. (African American, Asian American, Caucasian, Irish, Hispanic)
- actual course titles. (Introduction to Musical Theatre)
- academic and honorary degrees. (Associate Degree in History, Skill Certificate in Computer and Information Systems)
- titles after a name. (Greg Sandoval, Vice President for Student Services)
- general department or committee names. (Physics Department, the Governing Board, Academic Senate)

Do not capitalize:

- semesters (fall semester, spring semester)
- directions when referring to compass points (Go north on 41st Avenue.)
- board names when not a proper name (board of directors)
- references to class subjects (I flunked my psychology test.)
- second references if not using the proper name (the center, the college, the department, the institution, the committee, and the board of directors)
- references to general education requirements (He finished his general education courses.)
- general or generic program names (honors program, tutoring program)

catalog

Use catalog, not catalogue.

comma

Use commas to separate items in a series. (The proposal included many important points, including the cost of the project, the main pros and cons, and the merits of the project.) The comma is used before and or or so that it is clear that the items are separate.

compounds

Join up common compounds such as lifestyle, lifelike, headache, statewide, mastermind. Hyphenate self-, half-, and all- adjective compounds. (self-conscious, half-baked, all-inclusive) See the Gregg Manual for more examples and exceptions.

course outlines

When writing course outlines for curriculum, please follow these specific rules:

- When writing course descriptions, do not exceed 50 words. Be clear. Use phrases instead of complete sentences.
- When writing text for Objectives, Content, and Assignments sections, always number elements.
- Numbering for Objectives, Content, and Assignments sections must have only one space between the period of the number and the beginning of the text.

credit hours

Always use numerals when referring to credit hours. (3 credit hours, not three credit hours)

D

dates

- Place a comma between the day and the year. (April 1, 1992, not April 1 1992)
- Do not place a comma between a month and year when no date is given. (April 1992, not April, 1992)
- Use only figures to identify a date; don't add letters to the numerals. (May 23, not May 23rd)
- List dates in month/day/year format. (May 23, 1992, not 23 May, 1992)

decades

Use 1960s, 60s, or the sixties, not 1960's or the '60s.

decision making

Without the hyphen, it is a noun. (I am in the process of decision making.) With the hyphen, it is an adjective. (I am in the decision-making process.)

degrees

Use lowercase for degree names (associate degree in history).

degree titles

Use "Art History" when talking about art program. Use art history when talking about the program in general.

different from

Things and people are different from each other, not different than each other.

directions

When giving directions, lowercase the points of the compass. (Go west on Soquel Drive.)

disabilities
Use disability, not handicap. Use disabled, not handicapped. Use person with a disability, not disabled person, the disabled, suffers from, afflicted with, or victim of. Write uses a wheelchair, not confined to a wheelchair or wheelchairbound.

Distance-Learning
State distance-learning courses as, "May be offered in a distance-learning format."

E
ensure, insure
Ensure is to guarantee. Insure is to buy an insurance policy. (We ensure that you'll have a good time at Fun-O-Rama, but we won't insure your life.)

ethnic issues
Refer to people's ancestral countries, not the color of their skin (African, Spanish, Hispanic, Mexican, Irish, French, etc.). Refer to ethnic groups as open compounds, such as Asian American. Hyphenate when used as an adjective (African-American studies, Asian-American history)

F
fax
Written as fax in text, but Fax on business cards.

fundraiser, fundraising
This is never hyphenated and is always one word.

G
gender questions
- When referring to humanity as a whole, avoid the use of man or mankind. Instead, use human beings, humanity, women and men, people, or individuals. Also, replace manmade with artificial, handmade, machine-made, manufactured, constructed, or produced, as appropriate.
- Avoid terms that assume the male is the standard. For example, use author for both male and female writers. Eliminate the use of coed.
- Use chair or chairperson when possible, not chairman or chairwoman, unless one of those terms is the official term a group or committee has for the position.

grade point average or GPA
It is written without hyphens or periods. Unlike most acronyms, GPA is acceptable on first reference.

H
hopefully
Avoid using this; it means "in a hopeful manner," not "I hope."

hyphenation
Vice president, continuing education, student services, and financial aid are not hyphenated.

I
imply, infer
Speakers imply what listeners infer.

it's, its
It's is a contraction for "it is." (It's hot in here.) Its is a possessive pronoun. (The bird turned its head.)

J

K

L

M
majors
Use lowercase for majors, disciplines, programs, specializations, or concentrations of study. (She studies physics. She is studying sociology with a concentration in women's studies.)

millions, billions
Use $12 million, not twelve million dollars or $12,000,000.

musical works
In classical music, the works are referred to with a capitalized Major and a lowercased minor is written with the lowercase. (Aria in G Major, Sonata in G minor.)

N
names of government bodies
- Capitalize the names of countries and international organizations as well as national, state, county, and city bodies and their subdivisions.

- Capitalize state only when it follows the name of a state or is part of an imaginative name (i.e., New York State is also called the Empire State; the state of Alaska is the largest in the Union; Washington State entered the Union in 1889.).

- Do not capitalize state when it is used in place of the actual state name (i.e., He is an employee of the state.).

- Capitalize federal only when it is part of the official name of a federal agency, a federal act, or some other proper noun (i.e. Federal Reserve Board).

net
It is not the Net or the 'net. Internet, with a capital "I," is preferred above others.

non
This prefix is not hyphenated. (Nonmajors, not non-majors). An exception occurs when a double "n" is created, as in non-native.

numbers
- Write out numbers one through nine; use figures for numbers 10 and above.
- Avoid using a number at the beginning of a sentence. Rewrite the sentence (Ten things I like about you vs. I like ten things about you.)
- Write out first through ninth; use figures starting with 10th.
- Use numerals for dollar amounts. ($5, not five dollars)
- Use commas in numbers larger than 999. (1,234, not 1234)
- Use numerals for credit hours. (3 credit hours, not three credit hours)

O
over, more than
Over must be used with statements of location. (She drove over the hill.) More than must be used with quantities. (More than 50 people, more than $50 million)

P
percent
In a text, use percent instead of %. Write it as one word. Use % in tables or charts.

phone numbers
Write phone numbers with hyphens for the area code, as in 619-421-6700

pre
This prefix is not hyphenated.

preferred spelling of commonly used words
bachelor's
beforehand
caregiver
childcare
course work
corequisite
daycare

eBusiness
eCommerce
eighteenth century—hyphenate when used as an adjective (eighteenth-century
        literature)
email
entry-level
homepage
Internet
lower-division
Miva
nongovernmental
nonprofit
nonresidency
nonresident
non-work
online
postsecondary
prerequisite
preschool
residency
scriptwriting
self-paced
set up (one word)
start-up
upper-division
Vice President
videographer
Web site
WebAdvisor
WordPerfect
work study

prerequisites and other requisites and advisories
Use the following order whenever you list more than one prerequisite, other requisites,
or advisories.

- Prerequisite
- Corequisite
- Recommended preparation
- Recommended concurrent enrollment
- Limitation on enrollment

Q
quotation marks

Use punctuation marks that go outside the quotation marks: colon and semicolon. (He wrote a list of "things to do": run errands, do laundry, etc.) Punctuation marks that go inside the quotation marks: comma, period.
Exclamation points and question marks go outside unless they are part of the quoted material. (What was your reaction when he said, "You're fired"?)

R
regions
Capitalize North, South, East, West, and Midwest, etc., when they refer to a defined geographical region. (The South, but southeast California)

S
seasons
Use lowercase for the names of the seasons. (winter, spring, summer, fall)

self-
Always hyphenate self-worth, self-image, and similar terms.

semesters
Use lowercase when used alone with no date (spring semester). Use uppercase when used with a date (Spring 2001).

semicolons
Use semicolons when the items in a series contain commas.

states
Spell them out in a text.

T
the
In a text, use the lowercase the before an organization name or publication title.
(I read the San Jose Mercury.)

theater, theatre
Use theater when referring to a location (the theater building). Use theatre when referring the subject discipline (Theatre Arts).

times
Use 8 a.m., not 8:00 a.m. Do not use o'clock (10 o'clock). Use lowercase and periods for a.m. and p.m. Use Noon for 12 p.m. and Midnight for 12:00 a.m.

titled, entitled
They are not interchangeable. (Eric Lax's book is titled Woody Allen: A Biography. Employees are entitled to certain benefits.)

titles

Use the courtesy title Dr. only when the degree name does not follow the person's name. (Angela Smith, Ph.D. and not Dr. Angela Smith, Ph.D.) Courtesy titles such as Mr., Mrs., Ms., and Miss are not used in either first or subsequent references.

U
underway
This is spelled as one word.

United States
Use U.S. only when it is used as an adjective.

university
Use lowercase, except in proper names.

URLs
In a sentence, set it in italics so the address stands apart, except in a directory listing (such as a business card).

Addresses are case-sensitive. When the URL won't fit on a single line, recast the sentence so the URL can be listed flush-left.
Contact us on the web:
http://www.swccd.edu

V
vice
Vice president and other titles are written as two words and the lowercase is used.

W
which, that
Essential clauses use that; nonessential clauses use which and are set off by commas. (This is the house that Jack built. Jack's circular house, which he built, is the only one of its kind.)

wide
Do not use a hyphen to separate this suffix. (campuswide, not campus-wide)

World Wide Web
Three words with caps.
On the second reference, Web is preferred over WWW.

X

Y
years
1992 to 1993 or 1992-1993, not 1992-93.
1920s, not 1920's

70s, not '70s or 70's.

Z
zip plus four
Use the additional four numbers when they are available. They are used by campus mail and USPS to sort mail faster and more accurately.

Glossary Definition of Terms

Apportionment—This is the allocation of state or federal aide, district taxes, or other moneys to community college districts or other governmental units.

Assignments—This includes reading and writing which must be regularly assigned unless problem solving or skill demonstrations are more appropriate to the objectives of the course.

Average Daily Attendance (ADA)—This is the student workload used as the basis for computation of state support for California Community Colleges. An ADA represents 525 class (contact) hours of student activity.

College Level—This is the expectation of the instructor, the value and rigor of the course content, terminal performance objectives, textbook and material content and readability levels, and standards and practices used at comparable institutions of higher education used for determining minimum college level standards at Southwestern College.

Communication Skills—This is the ability or competence to read, write, speak, and listen. The ability to convey information, attitudes, emotions etc; and also, the ability to receive and interpret communications. These skills also encompass non-oral, non-written expression and reception.

Community Service Course—This is a noncredit, fee funded non-tax supported, and a non profit course

Course Classification System—This is a system which describes the total educational program of the community colleges. Districts are required to annually report on the classification of all courses and classes in accordance with Title V, Section 55001 (see Appendix C).

Course Content—These are major topics covered in the course outline which indicates material all instructions will cover (Individual instructors may add to this outline.).

Creative Skills—These require the ability to design, produce, or otherwise bring into existence original perspectives, explanations, and implementations (e.g., the production of unique communication; the development of an effective plan or solution, or a problem or the creation of works of art).

Credit Course—This is an organized pattern of instruction on a specified subject offered by a community college.

Credit Hour—This requires approximately three hours of recitation, study, or laboratory work per week throughout a term of 16 weeks. More or less than one credit hour shall be allowed in the same ratio that the length of the term is to 16 weeks (ECS 78206).

Critical Thinking—Critical thinking is reasoning based on knowledge and characterized by careful analysis, synthesis and evaluation which leads to conclusions. This involves arranging and combining elements and parts in such a way as to constitute a pattern or structure not clearly defined before. As students utilize critical thinking, the results become part of their knowledge base, so this base is constantly expanding.

Degree Course—This is a course classified as meeting academic rigor standards and can be used for associate degree requirement.

Discipline—This is an area to which each course in the course description section of the college catalog is designated (e.g., history, secretarial services, psychology).

Educational Program—This is an organized sequence of courses leading to a defined objective, a degree, a certificate, a license, or transfer to another institution of higher education normally consisting of at least 18 semester units of related subjects.

Knowledge Skills—They emphasize the ability to relate general, or specialized knowledge relevant to a problem and to implement a solution; also they require the ability to locate, retain, and apply relevant knowledge.

Measurable Course Objectives—These statements describe specific skills, knowledge, and attitudes the teacher intends the students to develop through instruction and which include 1) the outcome that is desired, 2) the conditions which the behavior is to occur, and 3) the criteria for acceptable performance, which clearly states the kind of testing necessary to measure achievement.

Method of Evaluation—Student performance must be evaluated against a common standard which must include essay exams unless problem solving or skill demonstration is more appropriate. When essay exams are used, questions should require analysis and the ability to relate parts of the course to each other or to practical applications.

Noncredit courses—These are classes designed to meet the special needs and capabilities of those students who do not desire or need unit credit. These courses provide remedial, developmental, occupational, and other general educational opportunities.

Non-degree—This type of course cannot be used for an associate degree.

Positive Attendance—This used to measure the actual hours of attendance based on an actual count of enrolled students present at each class meeting.

Program—This is a group of related courses listed in the Programs of Study pages of the college catalog a student must take to receive an associates degree or certificate.

Repeatability—For degree credit, a course may not be taken for credit a second time except to bring up an unacceptable grade, or under special provisions of 51000, 55761-3, 56044 and 58161.

Student Accountability Model (SAM)—This is a letter symbol assigned by the college in accordance with the SAM operations manual (see Appendix B).

Taxonomy of Program (TOP)—This is a common system of classification by which districts and colleges identify programs. This taxonomy is used for all program and course reports required by the Chancellor's Office. These same numbers used for budget activity codes.

Weekly Student Contact Hours (WSCH)—This is the number of class hours each course is regularly scheduled to meet during a week, inclusive of holiday, multiplied by the number of students actively enrolled in the course.

<u>Class Maximum Change Form</u>   **MEMORANDUM**

DATE:

TO:

FROM:

SUBJECT: Class Maximums

This "Class Max" form is located in
▶   Public Folders
▶   Office of Instructional Support Services
▶   Class Max Form

Use the form that was revised in 11/08.

In accordance with SCEA Contract, Section 9.3.6, the class maximums may be changed by agreement of the School Dean and a majority of the full-time instructors within the discipline.

Course #:

Title:

Check one of the following:
Face-to-Face: ☐ Distance Ed: ☐
In addition to the School Dean, the following full-time unit members participated:

Rationale for decision:

 Meeting Date: Room: Time:

Class max change from   to   Effective Date

Department Chair   Date

School Dean   Date

FOR OFFICE OF INSTRUCTION USE ONLY

_____

Vice President for Academic Affairs   Date

Class max change entered into Colleague by Technician: _____   Date _____
                                                                    Tech. Initial

White, VP for Academic Affairs

Yellow, Office of Instruction

Pink, School Office

Email to: _____

(I–6; Revised 11/08) Submit all copies to Office of Instruction—Pink Copy will be returned

Level of Scrutiny Required for Each Requisite and Advisory

REQUISITE OR ADVISORY TYPE	REQUIRED SCRUTINY LEVEL
PREREQUISITES:	
SEQUENTIAL Course in a sequence within a discipline	Documented Content Review
STANDARD Course which is articulated with UC and/or CSU and requires an out-of-discipline non-communication or non-math prerequisite	Basic Content Review plus three UC/CSU campuses with similar courses
HEALTH & SAFETY Course which has specific health and safety concerns	Documented Content Review
PROGRAM For which a prerequisite is required prior to acceptance	Documented Content Review for at least one course in the program
COMMUNICATION OR COMPUTATION SKILLS Non-communication/math course for which communication or computation skills are the prerequisite	Documented Content Review plus Data Collection and Analysis or articulation with one UC/CSU institution requiring the prerequisite
ASSESSMENT Course for which assessment is used as a prerequisite	Documented Content Review plus Data Collection and Analysis
RECENCY/READINESS Course for which recent or up-to-date skills are used as a prerequisite	Documented Content Review plus Data Collection and Analysis
COREQUISITES:	
SEQUENTIAL Course in a sequence within a discipline	Documented Content Review
STANDARD Course which is articulated with UC and/or CSU and requires an out-of-discipline non-communication or non-math corequisite	Basic Content Review plus three UC/CSU campuses with similar courses
LIMITATIONS ON ENROLLMENT:	
PERFORMANCE COURSE	None (but must not block student access to degree or certificate)

BLOCK OF COURSES OR SECTIONS	None (but must not block student access to degree or certificate)
LEGAL REQUIREMENTS	None (but must not block student access to degree or certificate)
ADVISORIES:	
RECOMMENDED PREPARATION	Basic Content Review
RECOMMENDED CONCURRENT ENROLLMENT	Basic Content Review