CURRICULUM HANDBOOK

Curriculum Committee

SADDLEBACK COLLEGE - FALL 2024

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CURRICULUM COMMITTEE OVERVIEW

The primary responsibilities of the Saddleback College Curriculum Committee are to review and approve degree-applicable credit courses, non-degree credit courses, noncredit courses, certificates, and programs of study. The Curriculum Committee recommends to the Academic Senate additions, deletions, and modifications in both major degree programs and general education patterns for the Associate Degree, the Intersegmental General Education Transfer Curriculum (IGETC), the California State University (CSU) General Education Certification Requirements, and Certificate Requirements. The Academic Senate then sends those recommendations to the College's Board of Trustees (BOT) for approval. (Title 5 §55002; Saddleback College BP6100).

CURRICULUM CONTACTS

Curriculum Chair(s)
Curriculum Specialist
Articulation Officer
Director of Economic and Workforce Development
CTE Liaison

COURSES

New Courses

Propose New Course

There is a fall and spring submission window. Please refer to the Curriculum Sharepoint for specific due dates if you would like to propose a new course. If a new course proposal is received after the due date, it will be placed into the next submission window. If the new course being proposed is going to be added to a new or existing program, please note that the new course proposal must be accompanied by the new or revised program paperwork as well. This way courses and programs stay aligned and become viable at the same time.

Complete a New Course Proposal Form. This form can be found on the Curriculum Sharepoint.

Submit your New Course Proposal Form and any supporting documentation electronically to your division's Curriculum Chair with a clear subject line such as CDE 624 New Course Docs.

Once your course proposal receives approval by the Curriculum Committee, you will need to build your new course in META. Note: An approved new course proposal form is valid for one year.

If necessary, to document either transferability or repeatability, download the relevant pages from the four-year institution's catalog that will provide validation for your request. This information will need to be given to the Articulation Officer for submission.

Existing Courses

Scheduled Review

The lists of courses due for scheduled review are posted on March 1st. Your curriculum chair will email lists to appropriate schools and the list will also be published on the Curriculum Sharepoint. Courses on this list need to be reviewed and launched in META by April 30th. Courses are on a five-year review cycle.

If you need to review a course before it comes up for schedule review, please refer to guidelines for unscheduled review.

Unscheduled Review
Typically allowed for the following four reasons:

1. C-ID or ADT required changes

2. Articulation or Transfer is in jeopardy

3. A change in another course triggered a critical change in an existing course. For example, change of a course ID on a pre-requisite course, or change in a family.

4. Industry licensure or regulatory compliance

Course Considerations

Approval of Prerequisites, Corequisites, Limitations and Recommended Preparations
If you would like to have a requisite, please attach justification when you submit your new course proposal form or when reviewing a course through scheduled review. Refer to the *Chancellor's Guidelines for Title 5 §55003* on the Curriculum Sharepoint.

Prerequisite: Refers to whether there are any conditions that are required prior to enrollment in the course.

Corequisite: Refers to whether there is a course that is required to be taken concurrently.

Limitation: Refers to any conditions that are required for enrollment in the course, such as auditions, physical exam, and admission into certain programs.

Recommended Preparation: Refers to whether there are any conditions that are recommended prior to enrollment in the course.

Course Repeatability
Repeatable for Credit means the student may enroll in the course more than once, with a limited number of times (maximum of three repetitions), even if the student earned a satisfactory grade (e.g., C or Credit) the first time (Title V, section 55763). To retain repeatability for credit courses (non-credit excluded), the "Justification for Repeatability" needs to be updated. For example, a course may have on record that UCLA requires repetition of the course as a required element of their program. Documentation of this will need to be provided and uploaded into META. Each time a course comes through scheduled review, its repeatability documentation must be updated for relevancy. See Curriculum Sharepoint for Course Credit Repetition Guidelines.

Deletions
A course that has not been offered in two years will be scheduled for deletion. At this time, the faculty may choose to schedule the course or delete it. If a course is deleted, affected programs will need to be revised.

Distance Education Approval Process

All courses have a Distance Education (DE) addendum in META. The DE addendum will be reviewed each time the course comes through for its regularly scheduled tech review. If you have a course that was previously designated to be taught online in an Emergency Only situation and you wish to remove this designation, this can be done in META. Log into META and create a proposal for Adding Distance Education Addendum. This will trigger a review process for your DE addendum.

Noncredit

The college's primary focus for noncredit is on courses that meet one of the CDCP (Career Development and College Preparation) categories and are therefore eligible for enhanced funding. The four CDCP categories are ESL, Elementary and Secondary Basic Skills, Short-Term Vocational, and Workforce Preparation. To be eligible for enhanced funding, noncredit courses not only need to meet one of these four categories, but they also must be sequenced in a state approved noncredit certificate. If the intention is to offer a course in both a credit and a noncredit format (mirrored courses) then the CORs would need to be aligned.

UC approval

Courses that wish to be UC transferable will need to provide documentation that includes an active, comparable, lower division UC course or three comparable CC courses that have were UC approved within the last three years. The Articulation Officer is responsible for submitting courses to UCTCA annually, in the month of July. If approved, your course will be designated as UC transferable with a course number assigned from 1 to 99.

PROGRAMS

New Programs

Propose New Program

Please refer to the Curriculum Sharepoint for specific due dates if you would like to propose a new program. If a new program proposal is received after the due date, it will be placed into the next submission window.

To propose a new program (for all types, except ADTs), you must begin with a New Program Initiation Form. This form can be found on the curriculum website.

If proposing a CTE program, the following additional documentation is required:

1. Advisory Committee Minutes: Include committee membership, date of meeting, and minutes. Highlight the part that relates to this program proposal with clear action/recommendation of program (name and type, certificate and/or degree, needs to be specified)
2. Regional Consortia Approval Meeting Minutes
3. Labor Market Documentation (from OCRC data request)

Note: Data supporting CTE is valid for two years.

Existing Programs

Scheduled Review

Programs are reviewed on a 5-year cycle, unless otherwise triggered by an external resource or faculty member. Regardless of whether changes are necessitated, a program modification proposal will be created in META. A justification for the review will be provided to ensure that programs are kept up to date.

ADTs are also included in the 5-year review process unless the State Chancellor's office publishes a new template within the 5-year cycle. If a new TMC becomes available, this initiates a review that may or may not result in a change to the ADT. Regardless of whether changes are necessitated, a TMC modification proposal will be created in META. A justification for the review will be provided and the TMC will go through the review process.

Unscheduled Review

Request an unscheduled revision of a program that is not due for scheduled review. Some reasons that a program may come for unscheduled review:

1. ADT template required changes
2. Articulation or transfer is in jeopardy
3. Change in course or course deletion that triggers a program modification
4. Addition of a new course

All substantial changes will require that the program follow the guidelines for a new program of the same type.

APPROVAL PROCESS

Courses

All new courses or substantive course revisions (course number if changing from CSU to UC, units/hours, SAM code, prerequisite/corequisite/limitation/recommended prep), that have been prepared for approval by the faculty originator, Dean, curriculum chair and specialist prior to being placed on the agenda for review and approval by the Curriculum Committee.

All new courses or substantive course revisions will be presented two (2) times before being approved.

a. First reading (Information)

b. Second reading (Action)

c. First and second reading of curriculum can be approved simultaneously by a majority vote.

d. Separate approval required for prerequisites/corequisites/limitations/recommended preparation

Revised courses without substantive changes will be presented one (1) time for consent.

Programs

All new programs or program revisions, that have been prepared for approval by the faculty originator, Dean, curriculum chair and specialist prior to being placed on the agenda for review and approval by the Curriculum Committee.

All new programs will be presented two (2) times before being approved.

a. First reading (Information)

b. Second reading (Action)

c. First and second reading of curriculum can be approved simultaneously by a majority vote.

All revised programs will be presented one (1) time for consent.

NOTE: After courses and programs have been approved by the Curriculum Committee they are forwarded to Academic Senate for approval, then they are submitted to the Board of Trustees for approval before being submitted to the state for approval/chaptering. Once the state has approved/chaptered, faculty will be notified.

CODES

Taxonomy of Programs (TOP Code)

When selecting School, Department, Program, and Subject, please keep in mind that these fields exist as a defined organizational structure also known as taxonomy. In other words, by definition, every course should be part of a subject, which is in turn part of a program, which is in turn part of a department, which is in turn part of a school. For example: The subject Accounting is part of the program Accounting, which is part of the department Accounting, which is part of the School of Business and Industry. If you cannot find a valid taxonomy structure in which to place a specific course, please see the Curriculum Specialist for guidance.

School: Refers to the SCHOOL that is responsible for the course
Department: Refers to the DEPARTMENT a course belongs to
Program: Refers to the PROGRAM a course belongs to
Subject: Refers to the SUBJECT a course belongs to

CIP Code

The Classification of Instructional Programs (CIP) is a national taxonomy of academic programs developed by the US Department of Education to assist in the classification of academic programs for federal surveys and reporting of institutional data.

SOC Code

Standard Occupational Classification (SOC) system is a federal statistical standard used by federal agencies to classify workers into occupational categories for the purpose of collecting, calculating, or disseminating data. All workers are classified into one of 867 detailed occupations according to their occupational definition.

SAM Codes

This code is used to indicate the degree to which a course is occupational, and to assist in identifying course sequence in occupational programs. This information is automatically input by the Curriculum Management System when the course is non-vocational or if the course is cloned from another vocational course, it will input the original courses Sam Code. If this information is not automatically input by the Curriculum Management System, then the user must enter the information.

A – Apprentice

(offered to apprentices only). 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

(not limited to apprentices) Courses are those taken by students in the advanced stages of their occupational programs. A "B" course is offered in one specific occupational area only and clearly labels its taker as a major in this area. Priority letter "B" should be assigned sparingly; in most cases no more than two courses in any one program should be labeled "B". Each "B" level course must have a "C" level prerequisite in the same program area. Some examples of "S" level courses are: Dental Pathology, Advanced Video Tape, Advanced Applied Acting, Legal Secretarial Procedures, Contact Lens Laboratory, Advanced Radiology Technology, Fire Hydraulics, Livestock and Dairy Selections, Real Estate Finance, Cost Accounting. Enrollment in the course is open only to majors in this area. In most cases, no more than two courses in any one program should be labeled "B". Courses with two or three prerequisites or advisories on recommended preparation are typically coded in this area.

C - Clearly Occupational

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

D - Possibly Occupational

"D" 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. Some examples of "D" level courses are: Technical Mathematics, Graphic Communications, Elementary Mechanical Principles, Fundamentals of Electronics, Typing (Beginning or Intermediate), Accounting (Beginning). For borderline courses (between C and D), it is suggested that the deciding factor should be an estimate (based on judgment and experience) of the number of students taking the course whose major is judged to be occupational. If the number is estimated to be 75% or more of the total, the course should be identified as Priority "C", otherwise priority "D". Courses with no prerequisite are typically coded in this area.

E - Non-occupational

Although offered by occupational departments, "E" courses are designed for nonoccupational major who desire acquaintance with the field as part of their general education.

ELEMENTS OF THE COURSE OUTLINE OF RECORD (COR)

A course outline of record needs to be integrated. At the most fundamental level "integration" occurs when each element of the course outline of record reinforces the purpose of the other elements in the course outline. In other words, there should be an obvious relationship between the objectives of the course, the methods of instruction, assignments, and methods of evaluation used to promote and evaluate student mastery of those objectives like a thread that you can clearly see woven throughout the course.

Catalog Description

Refers to a brief overview of the course and its contents. This is used to describe the course in the current printed catalog of courses. The catalog description must include the following: Concise summary of course content, Open-entry/Open-exit statement, if applicable, Cross-listed statement, if applicable. Do not start the descriptions with "the course" or "this course." The catalog description has a maximum of 840 characters.

Class Schedule Description

Refers to brief overview of the course and its content. This description appears online. The Class Schedule Description needs to include the following, if applicable: C-ID course number, disclaimer if "letter grade only", disclaimer if off-campus field trips are required. Do not start the descriptions with "the course" or "this course." The class schedule description has a maximum of 360 characters.

Methods of Instruction

Refers to whether the course is taught as lecture Instruction only (primarily lecture, but can include student activity and discussion as part of the teaching methodology but do not have identified lab assignments), lecture/lab combination, or laboratory instruction (no Lecture).

Content

Topics Covered

Learning Objectives

Course learning objectives are statements of what the instructor strives to teach during the course and are detailed in the Course Outline of Record (COR). Objectives focus on what the instructor does rather than what the student will be able to do. Objectives explain what will be done in the class versus outcomes which explain what students will be able to do after the class.

Assignments

This section identifies representative samples of the assignments students will complete both in and out of class. Typical assignments include reading, writing, and oral assignments.

Methods of Evaluation

Describe how the student will be evaluated on the assignments listed in the assignments section. There should be a clear correlation between the list of assignments and things listed in the MOES. For

example, if an observation report is listed in assignments, you might see "Students will be evaluated on their ability to clearly connect theory to observed behaviors, organize their paper as directed and make connections to lecture material."

STUDENT LEARNING OUTCOMES (SLOs)

SLOs are now housed, edited and updated in META.

Every syllabus for a Saddleback College course must list the SLOs for the course. The SLOs on the syllabi must match word-for-word the SLOs as they are listed in appended files to the COR found in META.

Course and program SLOs will periodically need to be updated to accommodate changing department needs. This may include updating SLO language or archiving old SLOs and creating new SLOs. For SLO handbook, please visit the EPA Committee SharePoint site.

DEFINITION OF TERMS

ADT
Associate Degrees for Transfer are either AS-T degrees (for STEM) or AA-T degrees (for all other programs).

Certificate of Competency
Students completing noncredit courses in a prescribed pathway, chaptered by the Chancellor's Office, that prepares students to take non-degree-applicable credit coursework, including basic skills and English as a second language, or to take degree applicable credit coursework leading to completion of a credit certificate, an associate of arts degree, or transfer to a baccalaureate institution, a Certificate of Competency may be awarded.

Certificate of Completion
Students completing noncredit courses in a prescribed pathway, chaptered by the Chancellor's Office, leading to improved employability or job opportunities, a Certificate of Completion may be awarded.

C-ID
C-ID, the Course Identification Numbering System, is a faculty-driven system that was initially developed to assign identifying designations (C-ID numbers) to significant transfer courses. C-ID addresses the need for a "common course numbers" by providing a mechanism to identify comparable courses. Most C-ID numbers identify lower-division transferable courses commonly articulated between the California Community Colleges (CCC) and universities (including Universities of California, the California State Universities, as well as with many of California's independent colleges and universities). While C-ID's focus is on courses that transfer, some disciplines may opt to develop descriptors for courses that may not transfer to UC or CSU. As submission of a course to C-ID by a CCC indicates acceptance of courses bearing that C-ID number, C-ID is a means of establishing intrasegmental (with the CCC) articulation. The C-ID number is a designation that ties that course to a specific course "descriptor" that was developed by intersegmental discipline faculty and reviewed statewide. It provides information for students, staff, and faculty who must identify which community college courses best meet the expectations transfer

partners have for courses that contribute to transfer into a major at specific universities. The C-ID descriptor also provides information for ongoing curriculum development and revision of lower division courses.

Cross-Listed

Cross listed courses will remain identical in all respects except for Cat ID and Course ID. If a course is cross listed, both courses must be brought through curriculum for any changes. Faculty will need to decide which department will be the parent course responsible for scheduling, updating, and reviewing the course.

Education Code

The California Ed code is a collection of all the laws directly related to California K-12 public schools. Ed Code sections are created or changed by the governor and Legislature when they make laws. Local school boards and county offices of education are responsible for complying with these provisions.

Families

Comprised of active participatory courses related in content (courses having similar primary educational activities whereby skill levels are separated into separate courses/levels with distinct learning outcomes) in physical education, visual arts, and performing arts. Students are limited by Title 5 regulation to a maximum of four semester enrollments in a family. Districts must include enrollments in comparable courses taken at all colleges within the district toward the maximum number of enrollments within a family. Active participatory courses - courses in which individual study or group assignments are the primary means by which learning objectives are obtained.

META

META (Curriqunet META) is where all courses and programs are housed, edited, and updated.

Open Educational Resource (OER)

OERs are teaching, learning, and research materials--digital or print that are in the public domain or have been released under an open license that allows no-cost access, use adaptation, redistribution by others with limited or no restrictions.

Open-entry/Open-exit

Refers to the type of enrollment for a course. For example, a course that has open enrollment allows credit to be given for completion of a specific body of work; therefore, allowing the student to enter and exit the course at any time during a given semester. If a course is to be listed as an open entry course, include this information in the catalog description.

Program and Course Approval Handbook (PCAH)

This handbook (PCAH) assists California community college administrators, faculty, and classified professionals in the development of programs and courses and the submission of these proposals for review and chaptering by the Chancellor's Office. By law, the Chancellor is required to prepare and distribute a handbook for program and course approval (California Code Regulations, Title 5, § 55000.5). The Chancellor has delegated these responsibilities to the Educational Services and Support Division of the California Community Colleges Chancellor's Office (Chancellor's Office). The PCAH was developed to

provide the California community college system with general guidelines and instructions for the submission of curriculum for approval, chaptering and maintenance.

Stackable Certificates

Sequential awards that align curriculum to workforce needs and external certifications or licensure where applicable. Such awards build upon each other for progressive skill development thereby providing students the opportunity to earn successively higher-level credentials to pursue higher-paying employment opportunities within a career path as they progress through the sequence.

Title V

California Code of Regulations, derived and approved by the Board of Governors from the California Education Code. Regulation with the force of law.

TMC

Transfer Model Curriculum (TMCs) simultaneously award students an associate degree and prepare them for special benefits/guarantees upon transfer to CSU. Once a TMC has been drafted by intersegmental discipline faculty, it is vetted on the C-ID site where feedback is posted by a wider sampling of faculty. Once finalized, TMCs become available for community colleges to use as they develop their associate degree for transfer (ADT).