

NORCO COLLEGE

CURRICULUM COMMITTEE MINUTES

September 10, 2019 - 2:00 pm
OC 116

Brian Johnson chaired the meeting.

Members Present:

Brian Johnson.....Math
Nicole C. Brown.....Office of Academic Affairs
Dr. Samuel Lee..... Vice President of Academic Affairs
Dr. Teresa Friedrich FinnernSciences and Kinesiology
Suzanne WitmerSciences and Kinesiology
Rex Beck..... Business, Engineering & Information Technologies
Jeff Warsinski..... Math
Vivian Harris.....Library
Nicholas Franco..... Social and Behavioral Sciences/ Articulation Officer
Lisa Martin Social and Behavioral Sciences/Counseling
Michael Bobo Arts, Humanities and World Languages
Nicole Capps Communications
Andrea Meza.....ASNC

Members Absent:

Dr. Jason Parks.....Dean of Instruction
Mitzi Sloniger Communications
Janet FrewingMath

Guest: Ashlee JohnsonBEIT

A. Agenda Approval: MSC: MSC: R. Beck/ L. Martin *Approved.

B. Minutes 5/28/19 Approval MSC: T. Friedrich Finnern/ R. Beck *Approved. 2 Abstentions.

C. Discussion items:

1. Curriculum Committee Training: Brian Johnson presented a PowerPoint outline of Curriculum training to the committee. A copy was emailed to all the committee members. Clarified questions that if only a Norco Course is approved, it moved to the DCC as an information item and then goes to the Board of Trustees for approval.
2. RCCD Curriculum Handbook first read. Brian Johnson went over the handbook with the committee and a copy was emailed to all the committee members asking for them to review it and submit any edits to him. Requested for this handbook to be posted to our website.
3. Accreditation Request for College Committees. Need responses. ***Tabled***
 - i. Based on the expertise of your committee, does this section of the ISER represent college processes and/or information accurately? If not, please identify the correct information.
 - ii. Is any important evidence missing or out of date? If so, where would is the missing or up-to-date evidence located?
 - iii. Do you have any other comments or recommendations related to this section?

D. New Discipline: **NONE**

E. New Courses:

1. PDS-814 Closing Techniques That Win the Sale *MNR Part of a noncredit certificate on sales techniques. *** HOLD – Issues with cross-listed CAT courses.**

2. PDS-815 Winning Sales Scripts *MNR Part of a noncredit certificate on sales techniques. * **HOLD – Issues with cross-listed CAT courses.**
3. PDS-812 Workplace Communication Strategies *MNR This course is part of a noncredit certificate. * **HOLD – Issues with cross-listed CAT courses.**
4. PDS-805 Difficult Conversations *MNR This course is part of a noncredit certificate. * **HOLD – Issues with cross-listed CAT courses.**
5. PDS-806 The Art of Negotiating and Collaborating *MNR This course is part of a noncredit certificate. * **HOLD – Issues with cross-listed CAT courses.**
6. PDS-807 Personality Styles and Difficult Relationships *MNR This course is part of a noncredit certificate. * **HOLD – Issues with cross-listed CAT courses.**
7. PDS-813 Best Practices in Customer Service *MNR This course is part of a noncredit certificate. * **HOLD – Issues with cross-listed CAT courses.**
8. PDS-801 Leadership Skills *MNR This course is part of a noncredit certificate. * **HOLD – Issues with cross-listed CAT courses.**
9. PDS-802 Supervisory Skills *MNR This course is part of a noncredit certificate. * **HOLD – Issues with cross-listed CAT courses.**
10. PDS-803 Increasing Productivity *MNR This course is part of a noncredit certificate. * **HOLD – Issues with cross-listed CAT courses.**
11. PDS-804 Motivating Yourself and Others *MNR This course is part of a noncredit certificate. * **HOLD – Issues with cross-listed CAT courses.**
12. PDS-808 Critical Thinking, Problem Solving and Decision Making *MNR This course is part of noncredit certificate. * **HOLD – Issues with cross-listed CAT courses.**
13. PDS-809 Business Writing in a Technological World *MNR This course is part of noncredit certificate. * **HOLD – Issues with cross-listed CAT courses.**
14. PDS-810 Time Management *MNR This course is part of noncredit certificate. **HOLD – Issues with cross-listed CAT courses**
15. PDS-811 High Impact Presentations and Proposals for the Work Place *MNR This course if part of a noncredit certificate. * **HOLD – Issues with cross-listed CAT courses.**
16. APP-450 Apprenticeship Work Experience *N Apprenticeship is an industry driven training system that ensures a highly skilled internationally competitive workforce in a variety of trades. Industry established training and certification standards and provides direction to the system through a variety of ways. This course would be similar to WKS 200 where the students register for it and then are sorted, by the instructor, into the appropriate work experience class according to their selected trade. Students would primarily be full time employees working in that trade. It is the first class in what will be a apprenticeship certificate in a variety of areas. **MSC: N. Capps/ T. FriedrichFinnern * Approved.**

F. New Stand Alone Courses: NONE

G. Course Inclusions: NONE

H. Course Exclusions: NONE

I. Course Deletions:

1. ENE-22 Engineering Drawing *N Contents covered by ENE-41, for direct transfer to USC
*This is cross-listed with DFT-22 **Hold. Move to agenda next week**
2. ENE-28 Technical Design *N Contents covered by ENE-41, for direct transfer to USC
Hold. Move to agenda next week

J. Distance Education:

1. CHI-2DE Chinese 2DE *NR ***MSC: V. Harris/ M. Bobo *APPROVED**
2. CHI-1DE Chinese 1DE *NR ***MSC: V. Harris/ M. Bobo *APPROVED**

K. Major Course Modifications:

1. CON-60 Introduction to Construction *N Update text edition, description, objectives, SLOs. * Still on HOLD * Not ready. * **Remove from agenda. Course moved back to DRAFT in META.**
2. CON-62 Blueprint Reading *N Update text edition, description, objectives, SLOs. * Still on HOLD. Not ready. **Remove from agenda. Course moved back to DRAFT in META.**
3. CON-63A International Building Code *N Update COR * Still on HOLD. Not ready. **Remove from agenda. Course moved back to DRAFT in META.**
4. CON-64 Office Procedures and Field Inspection *N Update text. * Still on HOLD. Not ready. **Remove from agenda. Course moved back to DRAFT in META.**
5. CON-70 Fundamentals of Soil Technology Change under materials the Uniform Building Code 1997 to International Building Code 2006 * Still on HOLD. Not ready. **Remove from agenda. Course moved back to DRAFT in META.**
6. ENE-60 Math for Engineering Technology Include the addition of course objectives and update textbooks * Still on HOLD. Needs major revisions from 'Method of Instruction' and the rest of the sections below that. **Remove from agenda.**
7. MUS-32A Class Piano I Add objectives. *MNR Update SLOs, content, and textbook. **MSC: V. Harris/ R. Beck *APPROVED. CSUGE/IGETC is wrong and needs to be taken out.**
8. MUS-32B Class Piano II *MNR Add objectives. Update SLOs and textbook. **MSC: V. Harris/ R. Beck *APPROVED. CSUGE/IGETC is wrong and needs to be taken out.**
9. MUS-32C Class Piano III *MNR Add objectives. Update SLOs and textbook. **MSC: V. Harris/ R. Beck *APPROVED. CSUGE/IGETC is wrong and needs to be taken out.**
10. MUS-32D Class Piano IV *MNR Add objectives. Update SLOs and textbook. **MSC: V. Harris/ R. Beck *APPROVED. CSUGE/IGETC is wrong and needs to be taken out.**

L. New State Approved Certificates/Degrees Additions:

1. PDS-CERT CRN Customer Relations * Non-Credit Certificate (N) Knowledge of customer relations is needed across the board in all areas of business, but especially for those involved in dealing with the public on a day to day basis. Jobs such as sales, retail, government, education and those in private industry all need customer service skills to be successful in the workplace. **Hold. Move to agenda next week**
2. PDS-CERT ELN Emerging Leaders * Non-Credit Certificate (N) Knowledge of leadership is needed across all industries as every industry and occupational field has those who provide leadership to their organizations. In order to meet this area of emphasis, there is a need to provide leadership training for those who are emerging leaders and those who aspire to be leaders in the future. **Hold. Move to agenda next week**
3. PDS-CERT ECN Enterprise Communication * Non-Credit Certificate (N) Labor market data for enterprise communications is extensive. One could say that all occupations have a need to communicate better in the workplace. These skills are not limited to one occupational group or industry. In order to provide labor market data you would need to look at a variety of occupations. **Hold. Move to agenda next week**
4. PDS-CERT STN Sales Techniques * Non-Credit Certificate (N) Data from the Economic Development Agency predicts that sales and related occupations will increase 10.8% from 2014-2024. That increase nets an increase of 15,870 jobs in the Inland Empire. The increase, along with positions vacated by retirements will create a need for qualified sales individuals who have the skills to write a winning sales script and have the knowledge to close a sale. As positions open in sales and related occupations so will the need for individuals who have skills in sales. **Hold. Move to agenda next week**

5. PDS-CERT WEN Workplace Essentials * Non-Credit Certificate (N) The need for workplace essentials spans all occupations but is especially appropriate for new managers and those who are seeking management or supervision positions and/or clerical personnel who need the skills prescribed in the certificate. The Economic Development Agency data indicates there will be 11,510 new openings for managers between 2014-2024 for a 17.2% change. This does not include the already 66,840 estimated management positions as of 2014 that are filled. According to the Economic Development Agency's employment projections, there will be an increase of 22,520 Office and Administrative Support jobs by 2024. These individuals would also benefit from the information in the certificate. This certificate also has broader implications for the workforce as the skills prescribed in the content cross over occupations and employment positions and are valuable to almost anyone who is employed in the marketplace today. **Hold. Move to agenda next week**

M. State/Locally Approved Certificate/Degree Modifications:

1. ENE-NCE796 Engineering Graphics Certificate *N Removal of ENE-22 Engineering Drawing and addition of ENE/ELE-27 Technical Communications. * **MSC: R. Beck/ T. Friedrich/Finnern** * **Approved. Need to add cross-listed DFT-27 to POR.**

N. State Certificate/Degree Deletions: NONE

O. AOE/GE Inclusions: NONE

P. Information Items:

1. New Courses:

- i. AIR-850D EPA Preparation and Certification *R All people working in the Air Conditioning and Refrigeration Industry must have an EPA Certification which must be renewed on a 5 year cycle
- ii. AIR-50C Residential Installation *R Training of students for entry level employment in the residential HVAC industry
- iii. AIR-51D Building Automation and Control Systems *R Modern commercial buildings often use one or both of these systems to control comfort heating and cooling.
- iv. AIR-51C Commercial and Industrial Refrigeration *R Training in commercial refrigeration to make students job ready

2. New Stand Alone Courses: NONE.

3. Course Inclusions: NONE

4. Discipline Inclusion:

- i. ENP Entrepreneurship For non-credit courses being created.

5. Course Exclusions:

- i. KIN-A83 Kickboxing Aerobics *R "Campuses Offering: NR
We have not taught any of these classes for over 4 years. We are cleaning up our inventory and since Norco and Moreno Valley already or are interested in teaching these courses, Riverside is excluding them."
- ii. KIN-A86 Step Aerobics *R "Campuses Offering: MR
We have not taught any of these classes for over 4 years. We are cleaning up our inventory and since Norco and Moreno Valley already or are interested in teaching these courses, Riverside is excluding them."
- iii. KIN-A87 Step Aerobics, Intermediate *R "Campuses Offering: MR We have not taught any of these classes for over 4 years. We are cleaning up our inventory and since Norco and Moreno Valley already or are interested in teaching these courses, Riverside is excluding them."

- iv. KIN-A88 Step Aerobics, Advanced *R "Campuses Offering: MR
We have not taught any of these classes for over 4 years. We are cleaning up our inventory and since Norco and Moreno Valley already or are interested in teaching these courses, Riverside is excluding them."
- 6. Course Deletions: NONE
- 7. Distance Education:
 - i. ARA-3DE Arabic 3 *R
- 8. Major Course Modifications:
 - i. AIR-50A Air Conditioning and Refrigeration Theory *R This is the basic entry level class for our program
 - ii. AIR-53 Basic Electricity for A/C & Refrigeration *R To prepare students for the HVAC/R field. Students will be working on a huge variety of electrical components once they begin working in the field
 - iii. AIR-50B Residential Air Conditioning *R Basic residential air conditioning including troubleshooting and repair to prepare students for careers in the field
 - iv. AIR-51A Residential Heating and Ventilation *R Class will teach the basics of heating, ventilation and air distribution for residential systems.
 - v. AIR-51B Commercial and Industrial Heating and Air Conditioning *R Class will cover the basics of a wide variety of Commercial and Industrial HVAC systems currently used in the industry.
- 9. Minor Course Modifications: None.
- 10. New State/Locally Approved Certificates/Degrees:
 - i. ACC-CERT ABSB Accounting Basics for Small Business *Non-Credit Certificate *M The Accounting Basics for Small Business Certificate provides a framework for students to develop skills and knowledge in accounting software techniques, enabling them to open up additional work and advancement opportunities. The certificate is also a gateway into other noncredit and credit programs. Students develop skills and training that will qualify them for even more opportunities.
 - ii. PDS-CERT CRM Customer Relations *Non-Credit Certificate *M Knowledge of customer relations is needed across the board in all areas of business, but especially for those involved in dealing with the public on a day to day basis. Jobs such as sales, retail, government, education and those in private industry all need customer service skills to be successful in the workplace.
 - iii. PDS-CERT ECM Enterprise Communication *Non-Credit Certificate *M Labor market data for enterprise communications is extensive. One could say that all occupations have a need to communicate better in the workplace. These skills are not limited to one occupational group or industry. In order to provide labor market data you would need to look at a variety of occupations.
 - iv. PDS-CERT ELM Emerging Leaders *Non-Credit Certificate *M Knowledge of leadership is needed across all industries as every industry and occupational field has those who provide leadership to their organizations. In order to meet this area of emphasis, there is a need to provide leadership training for those who are emerging leaders and those who aspire to be leaders in the future.
 - v. PDS-CERT STM Sales Techniques *Non-Credit Certificate *M Data from the Economic Development Agency predicts that sales and related occupations will increase 10.8% from 2014-2024. That increase nets an increase of 15,870 jobs in the Inland Empire. The increase, along with positions vacated by retirements will create a need for qualified sales individuals who have

the skills to write a winning sales script and have the knowledge to close a sale. As positions open in sales and related occupations so will the need for individuals who have skills in sales.

- vi. PDS-CERT WEM Workplace Essentials *Non-Credit Certificate *M The need for workplace essentials spans all occupations but is especially appropriate for new managers and those who are seeking management or supervision positions and/or clerical personnel who need the skills prescribed in the certificate. The Economic Development Agency data indicates there will be 11,510 new openings for managers between 2014-2024 for a 17.2% change. This does not include the already 66,840 estimated management positions as of 2014 that are filled. According to the Economic Development Agency's employment projections, there will be an increase of 22,520 Office and Administrative Support jobs by 2024. These individuals would also benefit from the information in the certificate. This certificate also has broader implications for the workforce as the skills prescribed in the content cross over occupations and employment positions and are valuable to almost anyone who is employed in the marketplace today.

11. State/Locally Approved Certificate/Degree Modifications:

- i. CUL-CERT CA Culinary Arts *R Justification for proposed change to the culinary certificate is to add two courses to the program in order to satisfy accreditation requirements. CTE is in the process of applying for postsecondary accreditation from the American Culinary Federation Education Foundation Accrediting Commission (ACFEFAC). The commission assures that a program is meeting at least a minimum of standards & competencies set for faculty, curriculum and student services. ACFEF is recognized by the Council For Higher Education Accreditation (CHEA). CHEA is an association of 3,000 degree-granting colleges & universities and recognizes institutional and programmatic accrediting organizations. The benefits of postsecondary accreditation with the ACF creates public trust by ensuring established standards, accountability & credibility, higher level of professionalism, up-to-date & current practices, and marketing tool for recruiting students.

12. State Certificate/Degree Deletions: NONE

13. New/Inclusions/ Modifications Disciplines:

- i. PDS Professional Development Studies *R Adoption of discipline.

Q. Open Forum: **None**

Next Meeting: September 24, 2019 in OC*116

Statement of Purpose

The curriculum committee, a sub-committee of the academic senate, has two primary purposes: to review and approve new curriculum including new courses, course modifications, new programs and program modifications, and to review and approve the curriculum approval process. The college curriculum committee is the sole approving body for Norco College only curriculum. For district shared curriculum it has one vote in the district curriculum committee. The curriculum committee is also responsible for keeping abreast with state mandated curriculum changes and reporting those changes to faculty. Committee members report on curriculum at their department meetings and solicit suggestions and recommendations when needed.

**Academic year 19/20
DECISIONS**

Proposal Type	Course/Program	COURSE/Program TITLE	Action Taken	NORCO Curriculum Committee (DATE)
Course Deletion	ENE-22	Engineering Drawing	HOLD * Moved to 9/24 agenda	9/10/2019
Course Deletion	ENE-28	Technical Design	HOLD * Moved to 9/24 agenda	9/10/2019
Course Major Modification	CON-60	Introduction to Construction	Course moved back to DRAFT in CurricQNet.	9/10/2019
Course Major Modification	CON-62	Blueprint Reading	Course moved back to DRAFT in CurricQNet.	9/10/2019
Course Major Modification	CON-63A	International Building Code	Course moved back to DRAFT in CurricQNet.	9/10/2019
Course Major Modification	CON-64	Office Procedures and Field Inspection	Course moved back to DRAFT in CurricQNet.	9/10/2019
Course Major Modification	CON-70	Fundamentals of Soil Technology	Course moved back to DRAFT in CurricQNet.	9/10/2019
Course Major Modification	ENE-60	Math for Engineering Technology	Course moved back to DRAFT in CurricQNet.	9/10/2019
Course Major Modification	MUS-32A	Class Piano I	Approved and sent to district for approval process.	9/10/2019
Course Major Modification	MUS-32B	Class Piano II	Approved and sent to district for approval process.	9/10/2019
Course Major Modification	MUS-32C	Class Piano III	Approved and sent to district for approval process.	9/10/2019
Course Major Modification	MUS-32D	Class Piano IV	Approved and sent to district for approval process.	9/10/2019
Distance Education	CHI-1DE	Chinese 1DE	Approved and sent to district for approval process.	9/10/2019
Distance Education	CHI-2DE	Chinese 2DE	Approved and sent to district for approval process.	9/10/2019
New Course	APP-450	Apprenticeship Work Experience	Approved and sent to district for approval process.	9/10/2019

New Course	PDS-801	Leadership Skills	HOLD – Issues with cross-listed CAT courses.	9/10/2019
New Course	PDS-802	Supervisory Skills	HOLD – Issues with cross-listed CAT courses.	9/10/2019
New Course	PDS-803	Increasing Productivity	HOLD – Issues with cross-listed CAT courses.	9/10/2019
New Course	PDS-804	Motivating Yourself and Others	HOLD – Issues with cross-listed CAT courses.	9/10/2019
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New Course	PDS-808	Critical Thinking, Problem Solving and Decision Making	HOLD – Issues with cross-listed CAT courses.	9/10/2019
New Course	PDS-809	Business Writing in a Technological World	HOLD – Issues with cross-listed CAT courses.	9/10/2019
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New Course	PDS-811	High Impact Presentations and Proposals for the Work Place	HOLD – Issues with cross-listed CAT courses.	9/10/2019
New Course	PDS-812	Workplace Communication Strategies	HOLD – Issues with cross-listed CAT courses.	9/10/2019
New Course	PDS-813	Best Practices in Customer Service	HOLD – Issues with cross-listed CAT courses.	9/10/2019
New Course	PDS-814	Closing Techniques That Win the Sale	HOLD – Issues with cross-listed CAT courses.	9/10/2019
New Course	PDS-815	Winning Sales Scripts	HOLD – Issues with cross-listed CAT courses.	9/10/2019
New Program	PDS-CERT CRN	Customer Relations	HOLD * Moved to 9/24 agenda	9/10/2019
New Program	PDS-CERT ECN	Enterprise Communication	HOLD * Moved to 9/24 agenda	9/10/2019
New Program	PDS-CERT ELN	Emerging Leaders	HOLD * Moved to 9/24 agenda	9/10/2019

New Program	PDS-CERT STN	Sales Techniques	HOLD * Moved to 9/24 agenda	9/10/2019
New Program	PDS-CERT WEN	Workplace Essentials	HOLD * Moved to 9/24 agenda	9/10/2019
Program Modification	ENE-NCE796	Engineering Graphics	Approved and sent to district for approval process.	9/10/2019

Curriculum Basics

META tutorials can be found at the district curriculum page:

<http://rccd.edu/administration/educationalservices/Pages/Curriculum.aspx>

1. Viewing a course outline of record (COR) in META
 - a. Active, Historical, In review, Draft
2. Reviewing a course proposal in META
 - a. My approvals
 - b. Comments

Types of Course Proposals

- New course
- Existing course modification
 - Major modification
 - Minor modification
- Distance education (DE) proposal
 - Hybrid and online
- Course inclusion (course inclusion form)
 - course already exists R or MV
- Course exclusion (course exclusion form)
 - course will still exist at R or MV
- Course deletion
 - course will no longer exist at any of the colleges

Curriculum process for approving new courses or modifying existing courses

1. Originator launches a new course or modifies an existing course in META
2. Discipline and department approval
3. District facilitator
4. Technical review committee
5. College curriculum committee
6. District curriculum committee (if a district-wide course)

The process is basically the same for modifications to programs (certificates and degrees).

HOW TO WRITE AN INTEGRATED COURSE OUTLINE

Parts of a course outline

- Course number and course title
- Hours and units
- Course description and short description
- Prerequisites, corequisites, and advisory
- Entrance skills
- Student learning outcomes (SLOs)
- Learning objectives
- Course content
- Methods of instruction
- Methods of evaluation
- Sample assignments
- Course materials

Hours and Units

18 lecture hours = 1 unit

54 lab hours = 1 unit

For example, a course with 36 lecture hours and 54 lab hours is 3 units.

Entry Skills

List 3 or more skills which that students must possess upon entry to the course in order to justify their ability to succeed in this course.

These may consist of:

- generalized learning outcomes from a preceding sequential course;
 - skills acquired in on-the-job training;
 - skills learned in co-requisite or previously taken courses; or
 - background knowledge assessed through proficiency testing or certification (e.g., ability to speak a second language, to perform CPR, to use Visual Basic, etc.
- If applicable, link the entry skills to the prerequisite course.

Student Learning Outcomes

Write at least 3, but no more than 7, student learning outcomes which accurately reflect specific performance goals for students who successfully complete this course:

- Use as many higher-level Bloom's Taxonomic Verbs as possible, that is, those which require the critical thinking skills of analysis, synthesis and evaluation.
- If your course is vocational, applied, performance, or basic-skills, verbs demonstrating affective and psycho-motor skills are acceptable and expected.
- For performance, applied, vocational and basic-skills classes, group specific skills sets into general performance goals.
- Link the SLOs to the new General Education SLOs.

Definition: Objectives

- **The Course Outline of Record: A Curriculum Reference Guide Revisited (2017)**
 - [COR Guide revisited](#)
- Course objectives state the concepts or skills faculty introduce to students in a course or program in order to prepare students to meet a student learning outcome.
- Objectives are the means, not the ends.

Course Student Learning Outcomes

- Course SLOs are the intended abilities and knowledge students can demonstrate after successfully completing the course objectives.
- SLOs must be written in measurable or observable terms and as actions that a student will perform in order to display the skills necessary to meet the SLO.
- Overarching skills, abilities, knowledge, or attitudes gained as a result of successfully completing course objectives that students can demonstrate beyond the classroom.

Course Student Learning Outcomes

- Synthesis of discreet skills using higher level critical thinking skills
- Typically encompass multiple discrete objectives
- The SLO synthesizes the content and skills learned by completing all the objectives.

An example...

Course SLO:

- Evaluate and critique student drawings and receive criticism from others.

Underlying Course Objectives:

- Evaluate drawings orally using correct terminology related to concepts, materials, and techniques.
- Evaluate drawings in writing using correct terminology related to concepts, materials, and techniques.
- Critique finished drawings and receive criticism from others in a group setting

Another example...

Course SLO

- Write academic prose with a clear purpose and effective, logical, relevant support from sources.

Underlying Course Objectives

- Establish and maintain a clear controlling idea (a thesis) in a documented essay of at least 1,500 words with significant and substantive content that is based on college-level reading materials.
- Develop an essay that uses convincing evidence in a sequence of effective and organized paragraphs with a clear and apparent logical progression to illustrate a larger idea.
- Use the library and Internet as tools to find college-level reading materials. Comprehend and evaluate such texts. Incorporate these readings as concrete and credible support for a position. Acknowledge evidence from a variety of primary and secondary sources.

Another way of stating this

SLOs:

- Overarching, Summative, Measurable or Observable
- Represent synthesis in learning
- Applicable beyond the completion of the course
- Mapped to program learning outcomes

Objectives

- Specific, discrete skills, knowledge, abilities, attitudes students will learn in the course
- Mapped to course content

Title 5 and ACCJC Standards

- Title 5 states that OBJECTIVES must be a component of the COR – § 55002(a)(3).
- ACCJC requires OUTCOMES – II.A.3: The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Critical Thinking

Students will be able to demonstrate higher-order thinking skills about issues, problems, and explanations for which multiple solutions are possible. Students will be able to explore problems and, where possible, solve them. Students will be able to develop, test, and evaluate rival hypotheses. Students will be able to construct sound arguments and evaluate the arguments of others.

Information Competency & Technology Literacy

Students will be able to use technology to locate, organize, and evaluate information. They will be able to locate relevant information, judge the reliability of sources, and evaluate the evidence contained in those sources as they construct arguments, make decisions, and solve problems.

Communication

Students will be able to communicate effectively in diverse situations. They will be able to create, express, and interpret meaning in oral, visual, and written forms. They will also be able to demonstrate quantitative literacy and the ability to use graphical, symbolic, and numerical methods to analyze, organize, and interpret data.

Self-Development & Global Awareness

Students will be able to develop goals and devise strategies for personal development and well-being. They will be able to demonstrate an understanding of what it means to be an ethical human being and an effective citizen in their awareness of diversity and various cultural viewpoints.

Course Content

- List of the key principles/ topics and subtopics that must be covered by all instructors.
- Actual **course content** should be listed here, **NOT activities or assessments**, such as introductions, midterm exams, etc.
- The use of a formal (but detailed) outline or indented style is highly recommended.
- NOTE:** “Components of a Model Course Outline of Record” (CA Academic Senate, Nov. 1995) states that the **course content** is “the central component of the outline. This section should include a complete listing of the topics taught in the course. They should be arranged by major headings with sub-topics”.
- Where multiple approaches to a course are reasonable and desirable, indicate this. For example, an instructor’s approach to a literature or social science class may legitimately be historical/ chronological, thematic, or genre-based.

Methods of Instruction

- Write your **methods of instruction** in such a way that the methods described are specifically related to the course objectives.
- Generally, the methods of instruction can be structured in two parts:
 - (1) A statement of the particular method (lecture, group activities, etc.) followed by
 - (2) a statement of what learning outcome that method is designed to activate (to gain practice in writing critical essays, to enhance awareness of XX, etc.)
- *Title 5 indicates that critical thinking must be a component of all college courses, so make sure your methods of instruction show that critical thinking is happening!*

Sample Methods of Instruction:

Bad:

Presentation of class lectures/discussions/demonstrations.

Good:

Presentation of class lectures/discussions/demonstrations on the operations of arithmetic to create proficiency in solving algebraic expressions.

Sample Methods of Instruction:

Bad:

Pair and group activities.

Good:

Pair and group activities to develop and discuss the interpretation of plays and the effectiveness of theatrical techniques.

Methods of Evaluation

Avoid a simple list. Clearly articulate how these methods of evaluation actually help instructors to assess whether or not students are achieving student learning outcomes.

Keep in mind that your list should include **typical assignments** used in achieving critical thinking.

Sample methods of evaluation:

Bad:

Oral reports and presentations.

Good:

Oral reports and presentations on the interpretation of live theatrical performances and dramatic texts for cultural content and performance technique.

Sample methods of evaluation:

Bad:

Quizzes/examinations.

Good:

Quizzes/examinations on the basic operations of arithmetic and their application to solving mathematical problems.

- Examples of Sample Reading Assignments:

Bad:

Read chapters from the required text.

Good:

Read about the various interdisciplinary approaches to creativity and how to activate the creative impulse.

- Examples of Sample Writing Assignments:

Bad:

Write a 1500 word essay.

Good:

Write a 1500 word essay on an analysis of the creativity and imagination of a famous person in history.

Course Materials

- List text(s) which are typical and appropriate for this course.
- Should include an updated text within 5 years.
- Use standard MLA or APA bibliographical form. **Alphabetize your list of texts.** See examples below.

[MLA format]

Rost, Michael. Listening Contours. 4th ed. Lingual House, 2004.

[APA format:]

Rost, Michael. (2005) *Sociolinguistics*. Oxford University Press.

- List or describe any additional materials, such as teacher-prepared booklets, cassette tapes, CDs, DVDs, supplementary readers, primary texts, etc.
- List or describe any other materials required for student use/success in this course, such as protective eyewear, uniforms, aprons, etc.

Distance Education

- DE proposals should explain how “regular effective contact” will take place.
- Unlike correspondence education, in which students are responsible for initiating contact with the instructor, DE instructors are required to actively initiate interaction with their students.

Forms of Instructor Initiated Contact

At a minimum, instructors should use:

- Threaded discussion forums within the course management system, with appropriate instructor participation.
- E-mail.
- Announcements
- Timely feedback on student work.
- Virtual Office Hours.
- Instructor prepared e-lectures or introductions in the form of e-lectures to any publisher created materials (written, recorded*, broadcast, etc.) that, combined with other course materials, creates the virtual equivalent of the face-to-face class.

- DE Courses are considered the *virtual* equivalent to face-to-face courses. Therefore, the frequency of the contact will be at least the same as would be established in a regular, face-to-face course. The number of instructor hours that an instructor is available to students enrolled in a DE class (asynchronous or synchronous) must be at least equal to the number of hours of availability required for face-to-face students.

Associate Degrees for Transfer (ADTs)

In response to Senate Bill 1440, the Academic Senates for California Community Colleges and California State University have developed a faculty-led, state-wide, concerted effort to identify the course content for new **associate degrees for transfer**, which simultaneously award students an associate degree and prepare them for special benefits/guarantees upon transfer to CSU. The C-ID infrastructure is being used to develop and vet the transfer model curriculum (TMC) in each of the most common transfer majors. Further, C-ID is being used to develop descriptors for all the courses in the TMCs, providing assurances to students and faculty that courses offered at one institution are comparable to those elsewhere, provided they have the same C-ID number.

**The c-id descriptors and TMC templates
can be found at c-id.net**

Certification of Continued Institutional Compliance with Commission Policies and Federal Regulations

Credits, Program Length, and Tuition

Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.

Credit-hour assignments and degree program lengths at Norco College are within the range of good practice in higher education. Board Policy and Administrative Procedure 4100: Graduation Requirements for Degrees and Certificates identifies the minimum number of credits for a degree (60) or certificate (18) ([CR8_RCCDBP-4100_5-16-17](#)), and College Catalog also describes this information ([CR9_Catalog-pg39,44_2018-19](#)). As evidenced by the District's [Curriculum Handbook](#) ([CR10_RCCD-CurriculumHB_2014](#)), the College is guided by the California Community Colleges' Program and Course Approval Handbook ([CR11_PCAH-5thED-pg80-89_2013](#)) for processes to develop courses and [program curricula](#) and, therefore, ensure credit hours and degree program lengths are reliable and accurate across classroom-based courses, laboratory classes, and distance education classes. Board Policy and Administrative Procedure 4020: Program, Curriculum, and Course Development governs the development of [curriculum](#) at the District's colleges and defines a credit hour ([CR12_BP4020_12-2-14](#)). The District's Curriculum webpage ([CR13_RCCDCurriculumWeb_2019](#)) provides important resources, including a link to a Course Unit Calculator. For more information, see [Standard II.A.5](#).

The enrollment fee for California state residents is set by state legislation. Nonresident tuition is established according to Board Policy and Administrative Procedure 5020: Non Resident Tuition in accordance with applicable state guidelines and regulations ([CR14_BP-5020_11-18-2008](#)). As explained in Standard I.C.6, the College Catalog and College website inform students of tuition and fees.

Distance Education and Correspondence Education

Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

(NOTE: This is one paragraph excerpted from the full response.)

Standards for student learning in distance education courses at Norco College are the same as those in face-to-face classes ([CR19-RCCD-CurriculumHB_2014](#)). Review and approval of new and existing distance education courses follows the curriculum approval procedures outlined in Administrative Procedure 4020: Program, Curriculum, and Course Development ([CR20_BP4020_12-2-14](#)). The College follows the policies and procedures for classifying courses as distance education following the District's Administrative Procedure AP4105: Distance Education ([CR21_AP4105_6-16-15](#)), which aligns to USDE definitions, and described in the RCCD Curriculum Handbook ([CR22_RCCD-CurriculumHB_2014](#)). Links available on the College's Distance Education Committee webpage ([CR23_NC-DEComm-Docs_11-25-13](#)) and the at District's Distance Education page for faculty ([CR24_DEFacultyWeb_2019](#)) provide further detail. AP 4105 also identifies distance education course approval and certification processes, which are detailed in the Curriculum Handbook ([CR25_RCCD-CurriculumHB_2014](#)). The College does not offer correspondence education courses.

Standard II.A: Instructional Programs
Sections 1-6, 9-10, 12-14, 16

1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

The Catalog provides program descriptions of the College's seven interdisciplinary area of emphasis (AOE) programs, in which students earn AA or AS degrees (1-01_AOE-Catalog-19-20), and 22 discipline-specific associate degree for transfer (ADT) programs ([1-02_ADT-Catalog-19-20](#)). In addition, the College offers 18 locally approved certificates in career and technical education (CTE) and 30 associate degrees/state approved certificate patterns in career and technical fields ([1-03_CTE-Certificates-Catalog-19-20](#)). These descriptions include program learning outcomes. AOE's, ADT's, and certificates align to the College's mission of preparing students for transfer as well as career and technical education ([1-04_NC-Mission-Webpage-2019](#)). All disciplines evaluate the alignment of the discipline offerings to the College mission statement as part of the program review process ([1-05_Mission-PR-INST-2018](#)).

To ensure that programs are appropriate to higher education, regardless of location or means of delivery, each new degree or certificate originates with faculty who are discipline experts and therefore most qualified to determine courses needed for appropriate mastery at the degree or certificate level, as shown in the curriculum process ([1-06_CurriculumHandbook-pg34-35_2014](#)). Newly proposed programs are developed following the New or Revised Program Development Process ([1-07_ProDevProcess-2011](#)), adopted in 2011 and referenced in Board Policy and Administrative Procedure 4020: Program, Curriculum, and Course Development ([1-08_BP-AP4020-12-2-14](#)) and included in the Curriculum Handbook ([1-09_CurriculumHandbook-pg36-40_2014](#)). This process requires that programs be reviewed by the College's Academic Senate and Curriculum Committee and approved by the senate and the College president prior to adoption by the College. The process also ensures that programs are evaluated to ensure alignment with the mission, the presence of measurable program level outcomes, and the ability of the institution to support the new program ([1-10_ProDevProcess-2011](#)). To ensure that career and technical programs lead to employment, the process requires that proposals for CTE certificates also provide evidence of need ([1-11_ProDevProcess-2011](#)). Successful CTE program proposals must also document the support of the specific local CTE advisory committee and regional consortium, as explained in the RCCD Curriculum Handbook ([1-12_CurriculumHandbook-pg36-40_2014](#)).

Tables of [Student Enrollment Data](#) showing awarding of degrees and certificates, found in the Introduction of this self-evaluation report, show that students earn program degrees and

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certificates at the College. [Presentation of Student Achievement Data and Institution-Set Standards](#), also found in the Introduction, also show that students succeed in attaining student learning outcomes and achieve degrees, certificates, employment, or transfer.

Analysis and Evaluation

As shown in the College Catalog, Norco College's instructional programs, regardless of location or means of delivery, are offered consistent with the mission and lead to student attainment of identified learning outcomes. The institution's program development and curriculum processes ensure that programs are appropriate to higher education and result in student attainment of degrees, certificates, employment, or transfer.

2. Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

Evidence of Meeting the Standard

The District's Curriculum Handbook specifies the rigorous curriculum development, approval, and modification process followed by the College to ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Curriculum development is faculty driven ([2-01 CurriculumHandbook-pg21-25 2014](#)), and a workflow process indicates the participation of faculty disciplines and departments, library, articulation officer, the vice president of Academic Affairs, College and District curriculum committees, and the Board of Trustees ([2-02 CurriculumHandbook-pg25-27,33-34 2014](#)). The same process is followed for courses and programs. All course outlines of record (CORs) that are developed or modified through this process include course descriptions, student learning outcomes, and course content at the appropriate level, whether precollegiate or transfer level, as shown in the CORs for Psychology 9 and for Math 35 ([2-03 COR-PSY9-12-11-18](#), [2-04 COR-MAT35-11-13-18](#)).

Distance education courses also follow the curriculum development, approval, and modification process in the Curriculum Handbook ([2-05 Handbook pages referencing DE](#)). The handbook provides important materials such as regulations and best practices for achieving substantive and regular interaction with students ([2-06 CurriculumHandbook-pg61-66-2014](#)), as well as a thorough process for adding distance education mode of delivery to a course outline ([2-07 CurriculumHandbook-pg67-72-2014](#)).

Faculty also participate in program review and assessment. Faculty conduct regular program reviews following a triennial process. As shown in the Program Review Committee minutes of March 23, 2017, instructional program review is conducted by academic disciplines every

three years, with optional annual updates ([2-08 PRC-Minutes-3-23-17](#)). This new process for 2017-2018 replaced the previous three-year cycle during which the timeline for comprehensive program reviews was staggered among the disciplines, with annual program reviews submitted in the intervening years. Academic departments are given the freedom to determine the most effective method of conducting program review for their disciplines. A history of instructional program reviews, available on the Instructional Program Review webpage, shows that the process is consistently followed. Links to program review documents are available on this page ([2-09 INST-PR-Webpage-2019](#)).

Commented [AK4]: By fall 2019, we may have a PR Timeline document, which we can use instead of PRC minutes.

Through the program review process, faculty conduct regular reviews of their curriculum. An example of curriculum review can be seen in the 2018 instructional program reviews for world languages ([2-10 INST-PR-WOR-COR-Review-2018](#)) and administration of justice ([2-11 INST-PR-ADJ-COR-Review-2018](#)). In addition, faculty conduct regular assessment of student learning outcomes using achievement data that informs curriculum revisions, improvement of instruction efforts, and support services necessary to improve student learning, as shown in the review and update section of the 2018 program review for early childhood education ([2-12 INST-PR-EAR-SLO-Prog-2018](#)). Assessments of student learning outcomes and the subsequent faculty responses are maintained in the Nuventive Improve database ([2-13 Nuventive-SLO-EAR-2019](#)).

Results of program reviews are used in planning. For example, math and English faculty identified the need for a math lab/center and a writing support center; both disciplines included these data-supported needs in their program review documents ([2-14 MAT-RR-ProgramReview-2019](#), [2-15 ENG-RR-ProgramReview-2019](#)). Math faculty also discussed their proposal in person with College administrators and English faculty submitted a written proposal ([2-16 WritingCenterProposal-2018](#)). In response, as an interim step, the College expanded services for math and English students in the Learning Resources Center, as described in [Standard II.B.1](#), including expanding tutoring services to the STEM Center on campus, as shown on the Math and Science Success Center Tutoring page ([2-17 MathScienceCtr-Webpage-2019](#)).

Analysis and Evaluation

Through the curriculum process and program review, faculty regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty use program review, assessment, and the curriculum processes to continuously improve instructional courses and programs, ensuring program currency, improving teaching and learning strategies, and promoting student success. In fact, at the start of the current three-year program review cycle in 2017-2018, the College experienced 100 percent of all units submitting their program reviews. Program review, as a procedure at the College, undergoes continuous review and revision for improvement to support program and discipline needs. As part of these improvement efforts, in spring 2019 the Program Review Committee began developing an updated document describing the program review process ([2-18 PRC-minutes-20190425](#)), and the discussion continued into fall 2019, with introduction of descriptive templates ([2-19 evidence; templates](#)). Furthermore, the curriculum process and document was revised with input from

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the colleges' distance education committees, as shown in the revised Curriculum Handbook (2-20_evidence).

Commented [AK8]: May want to describe DE revisions in Curriculum Handbook once revised handbook is available—fall 2019

3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence of Meeting the Standard

All course outlines of record, housed in CurriQunet ([3-01_CurriQunet-NCWebsite-2019](#)), include student learning outcomes that are to be assessed, as exemplified in [Standard I.C.1](#). The College Catalog identifies program learning outcomes for degrees and certificates ([3-02_Catalog-PLOs-2019-20](#)).

A six-year assessment cycle, called the Rotation Plan for Outcomes Assessment, is developed and periodically modified by the Norco Assessment Committee, showing regular assessment of learning outcomes for courses, programs, certificates, and degrees ([3-03_LO-RotationPlan-2018](#)). This plan includes timelines. Department chairs, as part of their duties outlined in the CTA-RCCD contract, provide oversight of assessment efforts in their departments ([3-04_DepartmentChair-CTA-Contract_2015-18](#)). The Norco Assessment Committee (NAC) provides an annual Assessment Report that tracks assessments within the cycle ([3-05_AssessmentReport-17-18](#)).

A Student Learning Outcomes Report, developed by the Assessment Committee, provides a template to guide faculty in assessing course and program learning outcomes ([3-06_LO-ReportForm-2019](#)). Assessment methods, or instruments, are listed on the report to provide options for faculty. Written instructions regarding the expectation of SLO assessment are found in the Faculty Guide under discussions of assessment and syllabi ([3-07_Assessment-FacultyGuide-2019](#)).

Syllabi for all courses, regardless of method of delivery, are required to include established SLOs, as explained in the Faculty Guide ([3-08_SyllabusSLO-FacultyGuide-2019](#)). To ensure that correct SLOs appear on each syllabus, in 2015, Norco College began providing syllabus shells for all courses with SLOs preloaded, as described in [Standard I.C.1](#). These are available on a webpage linked to the Faculty page of the website ([3-09_SyllabusShell-Webpage-2019](#)). The syllabus shells webpage also is linked in the Faculty Guide ([3-10_SyllabusLink-FacultyGuide-2019](#)). The Faculty Guide instructs faculty to distribute syllabi to all students ([3-11_SyllabusDistribute-FacultyGuide-2019](#)). In addition, all faculty submit syllabi each semester to the Course Syllabi Repository, as directed in the Faculty Guide ([3-12_SyllabusRepository-FacultyGuide-2019](#)).

Analysis and Evaluation

As evidenced by curriculum and assessment documents, Norco College identifies and regularly assesses learning outcomes for courses, programs, certificates, and degrees. Institutional procedures for assessment ensure that course outlines and syllabi include learning outcomes. Syllabi are distributed to students in every class.

4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

Norco College's pre-collegiate curriculum is clearly identified in the disciplines of English, English as a second language, interdisciplinary studies, mathematics, and reading, as non-degree credit. The College Catalog indicates which courses are not applicable toward a degree, called "non-degree credit" courses ([4-01_Catalog-NonDegCredit-2019-20](#)). Course outlines of record also indicate whether a course is degree applicable or non-degree credit by notation at the top of the COR in the course description section ([4-02_NonDegCredit-COR-2019](#)). As evidence that pre-collegiate-level courses support college-level curriculum, entry-level skills for transfer-level courses directly align with learning outcomes for basic skills courses that prepare students for college-level work ([4-03_BS-CollegeLevel-COR-2014-18](#)). With the introduction of AB 705, English and math disciplines have restructured their curriculum to offer co-requisites for transfer-level courses instead of requiring prerequisite basic skills courses. The current course sequencing in these disciplines reflects the reduction of pre-collegiate curriculum in favor of co-requisite courses. Course sequencing is clearly described in the College Catalog, the Student Handbook, and the schedule of classes ([4-04_MovingThroughME-2019](#)).

The Curriculum Handbook describes how courses, including pre-collegiate and co-requisite courses, are designed and delivered by faculty who are discipline experts. Content of proposed course outlines is reviewed and approved through the process ([4-05_evidence: pages from Curriculum Handbook](#)).

The College has developed noncredit courses for career development and, in some cases, for college preparation. These courses, all numbered in the 800s, must also go through the curriculum development and approval process and are clearly described in the Catalog ([4-06_NonCredit-Catalog-2019](#)).

Commented [AK9]: Add courses in the Catalog addendum if available before ISER is completed

Analysis and Evaluation

As shown in Catalog descriptions, course outlines of record, and the class schedule, the College clearly differentiates pre-collegiate level curriculum from college level. The sequencing of courses allows students to advance and succeed, with course sequencing and placement now following AB 705 requirements.

5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard

The District curriculum process, as defined in the Curriculum Handbook, demonstrates how the College's degrees and programs adhere to practices common to American higher education (5-01 [CurriculumHandbook](#) pages describing this), including adhering to Title 5 and Academic Senate of California Community Colleges guidelines (5-02 [CurriculumHandbook-2014-p.1](#) [bottom]). This process is overseen by the Curriculum Committee, a subcommittee of the Academic Senate (5-03 [CurriculumCommittee-Webpage-2019](#)). As identified in [Standard II.A.2](#), faculty, as subject-matter experts, drive the curriculum process. In developing and revising courses and programs, faculty utilize criteria in the Curriculum Handbook to ensure appropriate length, breadth, depth, and rigor, as well as appropriate course sequencing, time to completion, and synthesis of learning. These criteria rely on California Title 5 regulations, the California Community Colleges Course and Program Review Handbook (5-04 [PRO-COR-ApprovalHandbook-7-2017](#)), and publications from the Academic Senate of California Community Colleges (5-05 [ASCCC-Curriculum-2019](#)), with respect for faculty expertise (5-06 [CurriculumHandbook](#), probably in introduction/resources section). The College's curriculum process is guided by RCCD board policies and administrative procedures. BP/AP 4020: Program, Curriculum, and Course Development states that "The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency" (5-07 [BP-AP4020-12-2-14](#)). AP 4100: Graduation Requirements for Degrees and Certificates stipulates that a student must complete a minimum of 60 semester credits, including general education courses, to earn an associate degree (5-08 [AP4100-5-16-17](#)). A full-time student can typically complete 60 semester units in two years.

Degree and program requirements, including the number of semester credits required for completion, are clearly described in the College Catalog (5-09 [Pro-DegREQ-Catalog-2019-20](#)).

Analysis and Evaluation

The College follows a curriculum process—with established criteria to decide the breadth, depth, rigor, sequencing, time to completion, and synthesis of learning of each program—that adheres to practices common to American higher education. Board administrative procedure establishes the completion of a minimum of 60 semester units for an associate degree.

Commented [AK10]: Need pages in revised Curriculum Handbook (fall 2019). For handbook of 2014, pp. 21-25 and 27 for course development process, pp.36-40 for programs, 49-51 for ADTs and AOE's.

Commented [AK11]: Will want to use new Curriculum Handbook if available

Commented [AK12]: Final paragraph on p. 1 of 2014 Handbook

9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

Board policies and administrative procedures guide the awarding of course credit, degrees and certificates. BP/AP 4020: Program, Curriculum, and Course Development ([9-01_BP-AP4020-1-17-17](#)) defines a credit hour to align with federal financial aid requirements, which indicates consistency with generally accepted norms in higher education. AP/AP 4100: Graduation Requirements for Degrees and Certificates ([9-02_BP-AP4100-5-16-17](#)) provides District policy for the awarding of degrees and certificates based on students' demonstrated competence in general education and learning in their program of study. BP/AP 4230: Grading and Academic Record Symbols ([9-03_BP-AP4230-7-30-18](#)) explains the meaning of grades. This information about the grading system also appears in the College Catalog ([9-04_GradSystem-Catalog-19-20](#)).

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All course outlines of record (CORs) must include student learning outcomes (SLOs) as part of the curriculum process, described in the Curriculum Handbook ([9-05_CurriculumHandbook-pp.21-25](#)). CORs include methods of instruction and methods of evaluation, which the curriculum process requires to align with SLOs ([9-06_CurriculumHandbook-pp.23-24](#)). [Standard I.B.2](#) discusses faculty assessment of their courses to ensure students are meeting SLOs.

Commented [AK14]: Here and elsewhere in II.A.9, use new Curriculum Handbook if available in fall.

All programs and certificates have explicit program learning outcomes, periodically reviewed and, as necessary, revised by faculty workgroups, and made explicit in the College Catalog ([9-07_CurriculumHandbook-pp.36-38,highlight p. 37 under Step A2](#)), and PLOs are listed in the College Catalog ([9-08_PLOs-Catalog-19-20](#)). Assessment of SLOs and PLOs in Nuventive Improve shows the use of faculty assignments for direct learning outcomes assessment, for example as shown in SLO 3 of PSY-9 Developmental Psychology ([9-09-SLO-Assesment-Nuventive-2017](#)). Course SLOs are mapped to PLOs, as shown in Nuventive Improve ([9-10_Mapping-Nuventive-2019](#)).

To ensure that the achievement of stated learning outcomes is the basis for awarding course credit as well as degrees and certificates, assessment follows a six-year cycle, including SLO assessment at the course level, PLO assessment, and general education learning outcome (GELO) assessment ([9-11_6-YearRotationPlan-2017-23](#)).

Analysis and Evaluation

As shown through curriculum development as well as in the work of SLO and PLO assessment, in alignment with District policies, the College awards course credit, degrees, and certificates based on student attainment of learning outcomes. The College does not offer courses based on clock hours.

10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard

The College Catalog describes and communicates the process of accepting courses from other institutions in the sections titled Official Evaluation of Credit Completed at Other Schools ([10-01 CreditOtherSchools-Catalog-19-20](#)) and Academic Coursework Taken at Other Colleges and Universities ([10-02 CourseWork-Catalog-19-20](#)). The process requires a student to meet with a counselor once the outside transcripts have been received in order to fill out a student request form for official evaluation. A member of the office of evaluations evaluates incoming transcripts to ensure expected learning outcomes are comparable to those offered at Norco College. The office of evaluations consults with the articulation officer, discipline faculty, and department chairs for guidelines and when questions arise.

The office of evaluations also uses the Course Identification Numbering System (C-ID) website, which provides a common course numbering system to assure that a course with the same C-ID descriptor will articulate throughout the California Community College system, as described in the Catalog ([10-03 C-ID-Catalog-19-20](#)). Norco College currently has 215 C-ID approvals ([10-04 C-ID-NC-List-Webpage-2019](#)). The College submits new courses to C-ID or submits courses for new C-ID descriptors each year and updates the C-ID designations annually in the Catalog course descriptions.

Special credit policies such as Advanced Placement (AP), CLEP, International Baccalaureate (IB), Military Credit, Credit by Exam, and Credit for Extra Institutional Learning are also described in the College Catalog ([10-05 SpecialProgams-Catalog-19-20](#)). Each year the District articulation officers update the AP, CLEP, and IB charts. When there are new or significantly modified exams, these are sent to District discipline faculty to determine subject and general education credit. In addition, RCCD colleges have articulation agreements with partnering high school districts which provide a method by which college credit is awarded for successful completion of equivalent high school and/or regional occupational programs (ROP) coursework, as described in the Catalog ([10-06 ROP-HS-CollegeCredit-Catalog-19-20](#)). This articulation reduces the need for students to repeat coursework in college and facilitates the transition from secondary to post-secondary education.

As stated in AP 4100: Graduation Requirements for Degrees and Certificates ([10-07 AP4100-5-16-2017](#)), RCCD students pursuing an associate's degree who hold a bachelor's degree from a regionally accredited United States institution are exempt from general education requirements.

Articulation of courses and programs is the foundation of "pathways to transfer" in the College's mission statement ([10-08 Mission-Catalog-19-20](#)). An entire section in the College Catalog focuses on transfer requirements to CSU, UC, and private colleges and universities ([10-09 Transfer-to-UC-CSU-Catalog-19-20](#)). Each year the updated CSU general education and IGETC-approved course lists are included ([10-10 CSU-IGETC-GE-Catalog-19-20](#)), and ADT requirements designed for transfer to the CSU system are also listed ([10-11 ADT-CSU-Catalog-19-20](#)). The Catalog also explains *assist.org*, an online student-transfer information system which shows how courses completed at a California community college can be applied when transferred to a UC or CSU campus, and explains the statewide course identification system (C-ID) ([10-12 C-ID-Catalog-19-20](#)). Furthermore, each course description in the Catalog indicates whether the course is transferable to CSU or UC and whether it is approved for a C-ID designation ([10-13 C-ID-CSU-UC-Catalog-19-20](#)). For example, history courses listed in the Course Descriptions section of the catalog show CSU and UC transferability for all, and C-ID designation for Norco College's History 1, 2, 6, 6H, 7, and 7H ([10-14 UC-C-ID-Designation-Catalog-19-20](#)). The College's articulation officer, a voting member on the Curriculum Committee as required by committee by-laws ([10-15 CurriculumCommittee-ByLaws-2018](#), [10-16 CurriculumCommittee-Members-2019](#)), updates articulation agreements annually and ensures that these updates appear in the Catalog and on *assist.org*.

Other sources for information about transfer are the Student Handbook and the College's Transfer Center webpage. The Student Handbook includes a page titled Your Guide to Success which maps students' journey to an associate's degree and/or transfer ([10-17 GuideSuccess-StudentHandbook-19-20](#)) and a page devoted to the Associate Degree for Transfer ([10-18 ADT-StudentHandbook-19-20](#)). On the Transfer Center/Transfer Requirements webpage, students can find links to advising sheets listing course requirements for CSU GE, IGETC, and all of the ADTs ([10-19 ADT-TransferCenter-Webpage-2019](#)). The Transfer Center website also provides links to *assist.org* and transfer agreements with private colleges and universities for students' reference ([10-20 Pathways-TransferCenter-Webpage-2019](#)). In addition, a detailed checklist for students planning to transfer is available on the Transfer Center website ([10-21 Checklist-TransferCenter-Webpage-2019](#)).

Analysis and Evaluation

Primarily in the Catalog, Norco College makes available to students clearly stated transfer-of-credit policies. Through the work of the office of evaluations, the College certifies that the expected learning outcomes of transferred courses are comparable to the College's own courses. The College has developed, implemented, and regularly evaluates articulation agreements with other institutions.

12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

In alignment with District Board Policy and Administrative Procedure 4025: Philosophy and Criteria for Associate Degree and General Education ([12-01 BP-AP4025-12-2-14](#)), the College's general education (GE) philosophy is described in the Graduation Requirements section of the Catalog ([12-02 GE-Philosophy-Catalog-19-20](#)). Each degree program requires a student to complete either the RCCD GE program, CSU GE, or IGETC ([12-03 DegreeProgramReq-Catalog-19-20](#)). Any course in the District's GE pattern will have at least one student learning outcome linked to a GE learning outcome. For example, Math 5: Calculus for Business and Life Science, includes the general education critical thinking learning outcome among the student learning outcomes for the course ([12-04 COR-MAT5-11-30-18](#)).

Courses meeting CSU general education requirements or IGETC are detailed in the Catalog ([12-05 CSU-IGETC-Catalog-19-20](#)). The Catalog also provides educational templates that include all required courses for a degree ([12-06 ED-Templates-Catalog-19-20](#)), ADTs ([12-07 ADTs-Catalog-19-20](#)), and curricular patterns ([12-08 CurricularPatterns-19-20](#)). Lists of courses that will fulfill CSU general education and IGETC requirements also are available on the College's Transfer Center/Transfer Requirements webpage ([12-09 TransferCenter-Webpage-2019](#)).

If a discipline feels that one of its courses belongs in the GE pattern, it follows the same step-by-step process as any curriculum proposal or course revision, as outlined in the Curriculum Handbook, beginning with a faculty member, then discipline and department approval. The course then goes to the Curriculum Committee, which reviews the course to see if it is appropriate for general education, and then must be approved by two of the three colleges in the District ([12-10 CurriculumHandbook](#) - pp. 33-34, 5).

The office of Institutional Effectiveness, in partnership with the Norco Assessment Committee, compiles an Annual Assessment Report ([12-11 GELO-AssessmentReport-17-18](#)). These reports are linked on the Supporting Documents webpage of the Assessment Committee ([12-12 NAC-SupprotingDocs-Webpage-2019](#)). In addition, general education assessment and findings are summarized in the Annual Assessment Report, which contains reports from 2006 to the present ([12-13 NAC-SupportingDocs-Webpage-2019](#)).

Commented [AC15]: Waiting on new handbook

Analysis and Evaluation

As described in the College Catalog, Norco College requires a component of general education for all of its degree programs. Faculty expertise drives the inclusion of courses in the general education curriculum through the processes practiced by the Curriculum Committee, based on student learning outcomes and competencies appropriate to the degree level. As described in the Catalog, the four RCCD general learning outcomes—critical thinking, information competency and technology literacy, communication, and self-development and global awareness—prepare students for responsible participation in civil society, provide skills for lifelong learning, and lead to broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

All associate degree and certificate programs, as shown in the College Catalog, include required courses that focus on an area of inquiry ([13-01 AreaOfInquiry-Catalog-19-20](#)) or an area-of-emphasis interdisciplinary core ([13-02 AreaOfEmphasis-Catalog-19-20](#)). Each new degree or certificate originates with faculty who are discipline experts, who are most qualified to determine courses needed for appropriate mastery at the degree or certificate level, as shown in the curriculum process ([CurriculumHandbook](#)—pp. 34-35). As described in [Standard II.A.9](#), course learning outcomes are mapped to program learning outcomes, and these outcomes are the basis for awarding credits that lead to degrees and certificates.

Commented [AC16]: Waiting on new handbook

Analysis and Evaluation

Through its curriculum- and program-development process, Norco College ensures its degree programs provide focused study in an area of inquiry or an established interdisciplinary core and that courses as well as certificate and degree programs are based on student learning outcomes and competencies that include mastery of key theories and practices at the appropriate level.

14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

As required by the College's curriculum process, career and technical education programs are designed and maintained with industry and businesses (CurriculumHandbook-pp.34-35, 37) to provide students with the skills and knowledge required for employment, licensure, and/or improvement of current levels of education and required skill competencies. To accomplish this, the college administration and faculty host or attends regional industry advisory meetings with representatives from industry, business, and the community. A major topic of discussion at these advisory meetings concerns the extent to which the curriculum meets the workforce needs of the respective industries. Advisory members also give input regarding the applied, academic, technical, and basic skills needs that enhance a student's ability to be successful in the workplace (evidence of Advisory Minutes). An active goal of such advisory groups is to identify competency levels and to recommend student learning outcomes for the career and technical courses, certificates, and degree programs under their review. The Logistics Management program is recognized as meeting the requirements for certification by the Association of Supply Chain Management (<https://www.apics.org/apics-for-individuals/apics-for-academics-and-students/student-programs/pls/pls-waiver-programs>).

[Statement about Apprenticeship from Charles]

Commented [AK17]: Kris will contact Charles Henkels for info

Analysis and Evaluation

Through the curriculum process as well as through industry advisory committees, the College ensures that graduates completing CTE certificates and degrees demonstrate current technical and professional competencies that meet employment and other applicable standards and preparation for external licensure and certification.

16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

As described on the Program Review Committee's webpage, program review is conducted on a regular basis "to facilitate intentional self-evaluation and planning in order to support program quality, improve student success and equity, enhance teaching and learning, and connect resource allocation to strategic planning" ([16-01 PR-Committee-Webpage-2019](#)). shows the College's three-year program review process.

[Standard II.A.2](#) explains how faculty exercise collective ownership in utilizing program review to continuously improve instructional courses and programs. Program reviews follow a three-year process; faculty conduct triennial instructional program review by academic discipline with optional annual updates ([16-02 PR-3yrProcess-Minutes-3-23-17](#)). In 2017-2018, this process replaced the previous three-year cycle during which the timeline for

comprehensive program reviews was staggered among the disciplines, with annual program reviews submitted in the intervening years. An archive of instructional program reviews since 2015, available on the Instructional Program Review webpage (16-03 [instructional-PR-webpage](#)), shows that program review is a regular process.

Program assessment, course-level assessment, and general education learning outcomes assessment are also part of the process of regularly evaluating and improving the quality and currency of instructional courses and programs. As explained in [Standard II.A.2](#), assessment for course-level outcomes (SLOs) and systematic program learning outcome (PLO) assessment occur every six years; every SLO for every course and PLO for every program has an initial assessment and closes the loop within six years (16-04 [evidence: assessment rotation](#)).

For program review, units must plan systematic updates to their curriculum/programs and submit modifications (major/minor) to the Curriculum Committee at least every six years, which is described in [Standard II.A.2](#). As described in [Standard II.A.1](#), all new programs and classes are vetted by the Curriculum Committee through a faculty-directed process, both at the College and District levels. Major modifications also must be approved through the curriculum process, a process detailed in the Curriculum Handbook (16-05 [CurriculumHandbook](#)).

Continuous improvement is the goal of program review and assessment. As a result of these processes, faculty in a discipline submit modifications to curriculum, which are vetted by the College and District Curriculum Committee. This response is shown in the example of the Curriculum/COR Review report for English in the 2018 program review document (16-06 [PR-ENGLISH-CurriculumRPT-2018](#)), which reflect faculty members' collaboration to assure relevancy, appropriateness, and currency of courses and programs. Instructional units also present goals in their program reviews, based on the unit evaluation. Planning for the future as well as changes and improvements in programs as a result of assessment and program evaluations can be seen, for example, in the 2018 program review for psychology (16-07 [PR-psychology-2018](#)). Institutional changes and improvements that have occurred as a result of program reviews are discussed in [Standard II.A.2](#).

Analysis and Evaluation

Through program review, curriculum, and assessment, the College regularly evaluates and improves the quality and currency of all instructional programs at the institution, regardless of delivery mode or location. Although the College meets the Standard, further work is in progress to strengthen the program review process in the ongoing work of continuous improvement. In spring 2019 the Program Review Committee began developing an updated document describing the program review process (16-08 [PRC-minutes-20190425](#)), and the discussion continued into fall 2019, with introduction of descriptive templates (16-09 [evidence: templates](#)). Stronger clarification of the connections between program review and institutional planning will be a key goal of the fall 2019 strategic plan and governance process development. These processes show how the College systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Commented [AG18]: Program Review should probably be highlighted here, especially the focus (with examples) on continuous improvement.

Commented [AK19R18]: Note: Will add examples of improvement (maybe English or ECE from 2016 and/or 2018 CPRs?). May need to obtain suggestions of PRs to use from Alexis/Sam.

Commented [AK20]: This should already be in the SharePoint for II.A

Commented [AK21]: Pages 28-29 of 2014 Curriculum Handbook. Update when new CH is available.

Commented [AK22]: Add minutes when available

Commented [AK23]: Available after the PRC September meeting.

Conclusions on Standard II.A. Instructional Programs

Program review, along with curriculum and assessment processes, support continuous quality improvement in all of the College’s instructional programs, regardless of location or means of delivery, including pre-collegiate and college-level curriculum. The faculty-led curriculum process ensures that instructional programs are offered in fields of study consistent with the mission and appropriate to higher education, and that all degree programs includes a component of general education. To support this important process, the Curriculum Handbook was revised in 2019. In addition to curriculum, assessment, ensures that courses and degrees are the culmination of student attainment of identified student outcomes.

Commented [AK24]: To capture information from IIA Standards, do we want to include something like the following:
As part of continuous improvement, the program review and planning process were part of the strategic planning and governance process review and development in fall 2019.

Standard IV.A: Decision-Making Roles and Processes

4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Commented [AK25]: Curriculum Committee:
Please review and provide input

Evidence of Meeting the Standard

BP 4020: Program, Curriculum, and Course Development ([BP/AP 4020-Curriculum-StdIVA4](#)) describes responsibility for curriculum, which includes “appropriate involvement of the faculty and Academic Senate in all processes.”

As described in [Standard II.A.1](#) and [Standard II.A.2](#), the College has well-defined faculty-driven structures for development of curriculum and student learning programs, as well as reviewing and updating course content, under the purview of the Curriculum Committee, which is a committee of the Academic Senate ([CurriculumCommittee](#)). The Curriculum Handbook details the curriculum process, including the role of the college Curriculum Committee in relation to the District Curriculum Committee ([CurriculumHandbook: AcademicSenates+Curriculum, CurriculumHandbook-Curriculum-Committees-District+College](#)). The vice president of instruction co-chairs the college Curriculum Committee (**evidence: Curriculum Committee co-chairs screen shot**), and as identified in AP 4020, the district vice chancellor of Educational Services has the primary responsibility for overseeing District curriculum. Though the three district colleges have shared curricula, some courses may be unique to one college.

Commented [AK26]: p. 2 of current CH

Commented [AK27]: pp.5-6 of current CH

[Standard II.B](#) provides detail on the roles and responsibilities of faculty and academic administrators in student learning services.

Analysis and Evaluation

Existing policies, procedures, and shared governance structures at the College specify faculty and administrators’ responsibility and authority for making recommendations about

curriculum and student learning programs and services. In addition, as part of an evaluation of policies and procedures to ensure practices are functioning effectively, in 2019 the College participated in a districtwide revision of the Curriculum Handbook.

Demystifying the Relationship Between Units and Hours

Craig Rutan, Santiago Canyon College
Erik Shearer, Napa Valley College

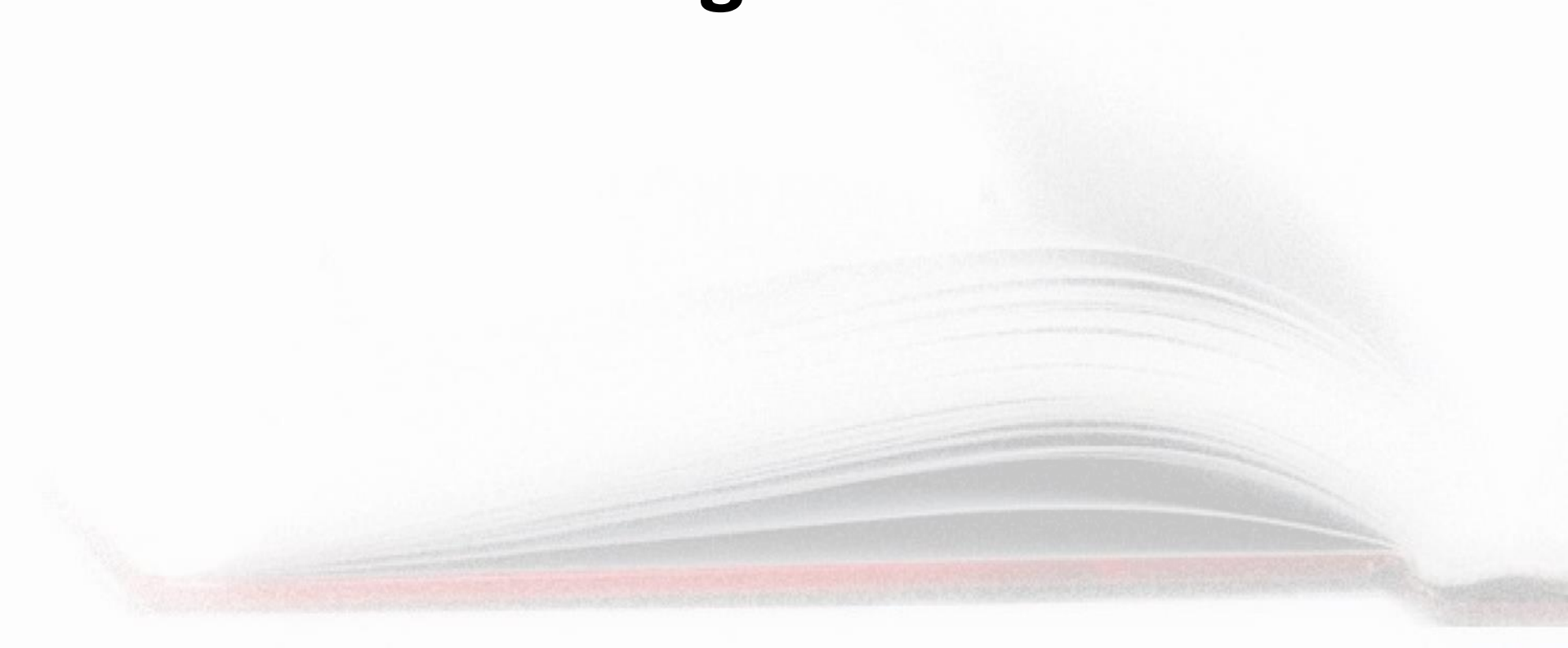
2015 ASCCC Curriculum Institute

Overview

- Regulations About Hours and Units
- Developing Effective Local Practices
- Sample Calculations
- Challenges for Curriculum Committees



I. Regulations



CCC Credit Hour

§55002.5 defines the “Credit Hour” for the California Community Colleges

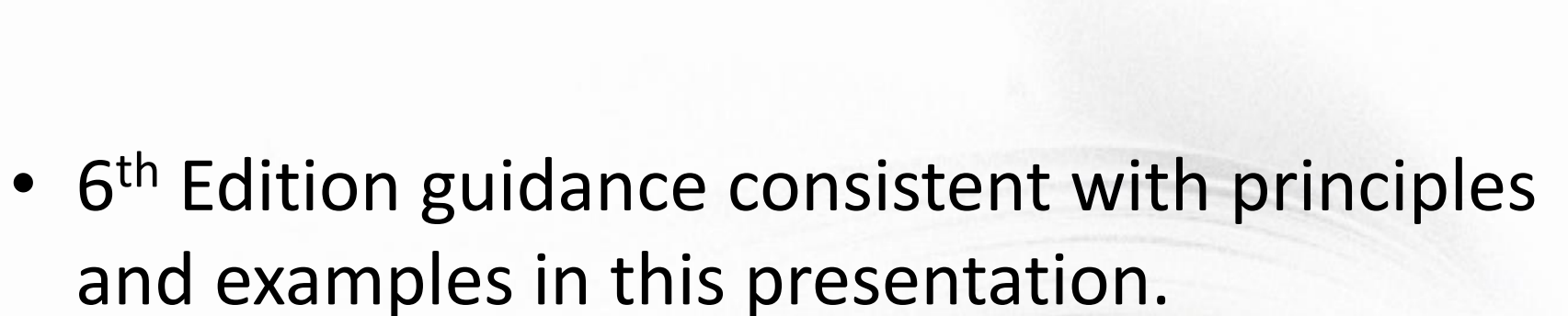
- a) Establishes minimum of 48 total student learning hours = 1 unit
- b) Requires awarding 2 units of credit when twice 1 unit calculation is reached.
- c) Requires awarding in .5 unit increments.
- d) Allows increments smaller than .5

Federal Credit Hour

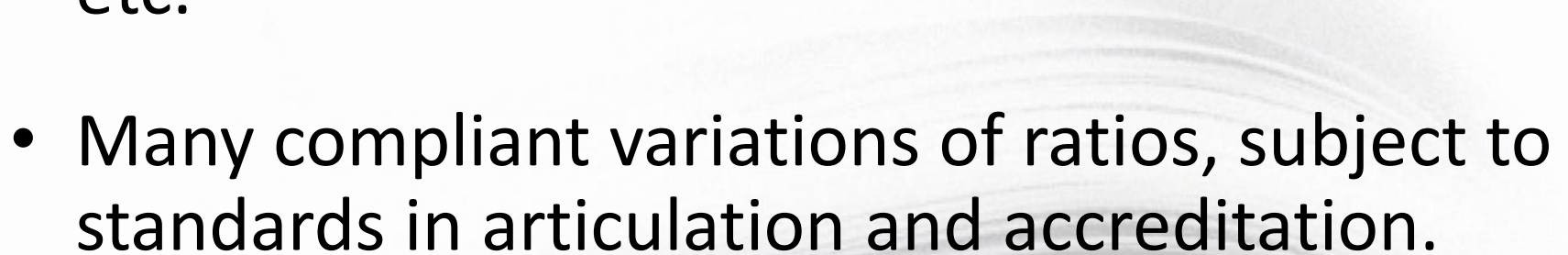
USDE 34 CFR 600.2

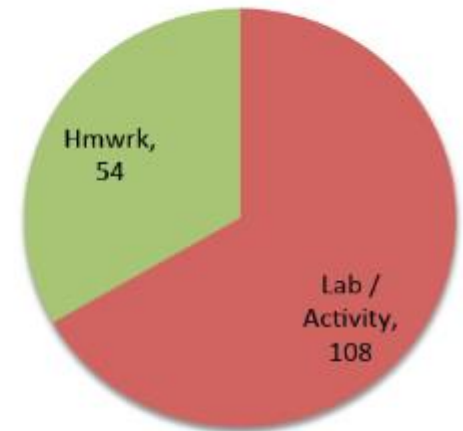
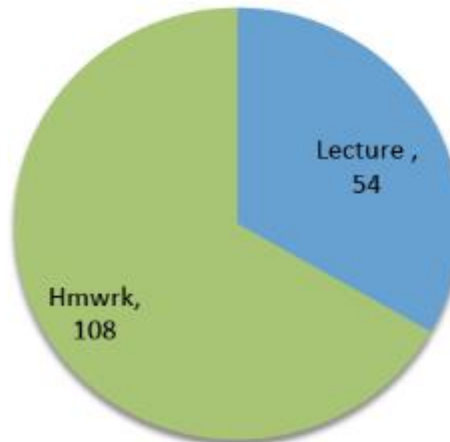
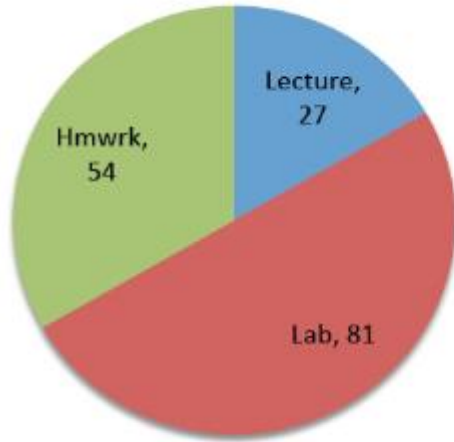
- *Credit hour*: Except as provided in 34 CFR 668.8(k) and (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than—
 - 1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
 - 2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Program and Course Approval Handbook

- Existing guidance in 5th Edition on pages 80-83
 - New guidelines in forthcoming PCAH 6th Edition.
 - 6th Edition guidance consistent with principles and examples in this presentation.
- 

Important Concepts

- Regulations govern the relationship of total hours and units of credit.
 - Regulations do not govern ratios of in-class to outside-of-class work for instructional categories, e.g. lecture, laboratory, activity, etc.
 - Many compliant variations of ratios, subject to standards in articulation and accreditation.
- 

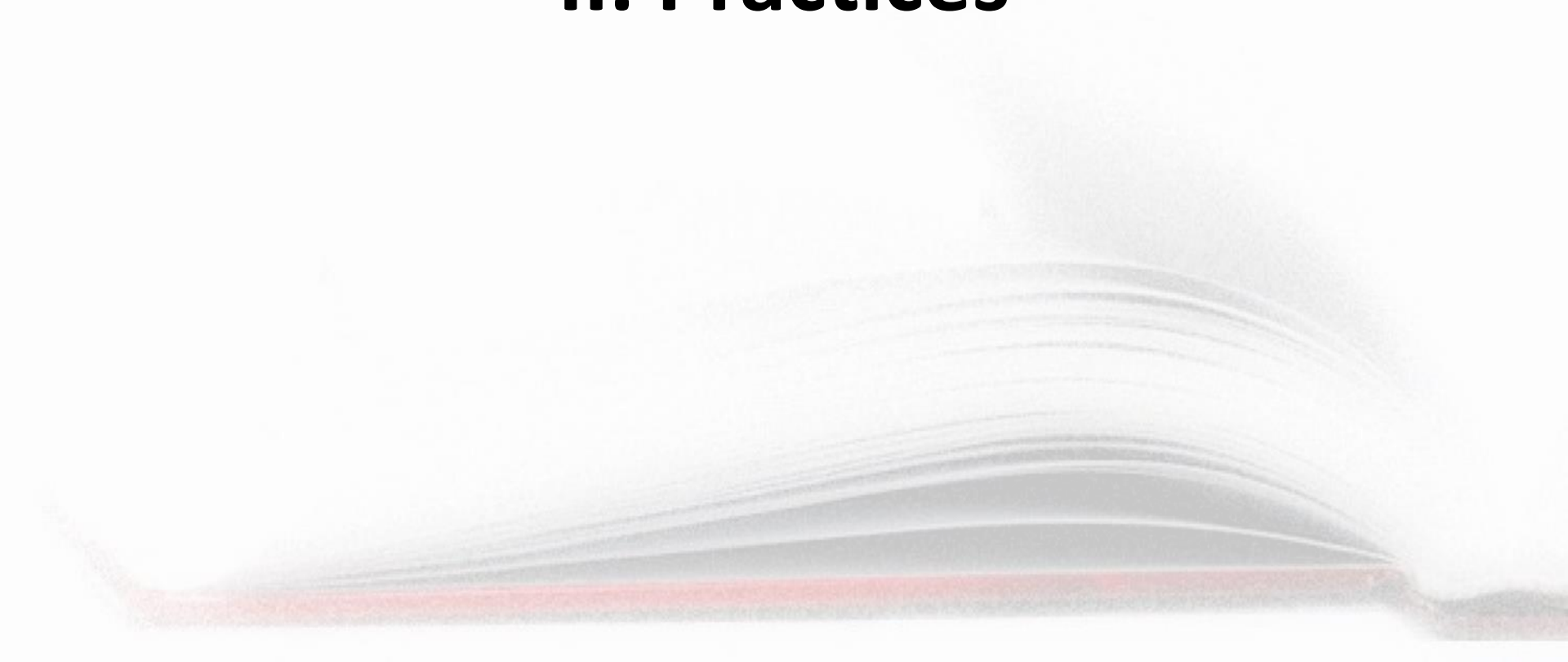


**162 Total Student Learning Hours = 3
units of Credit**

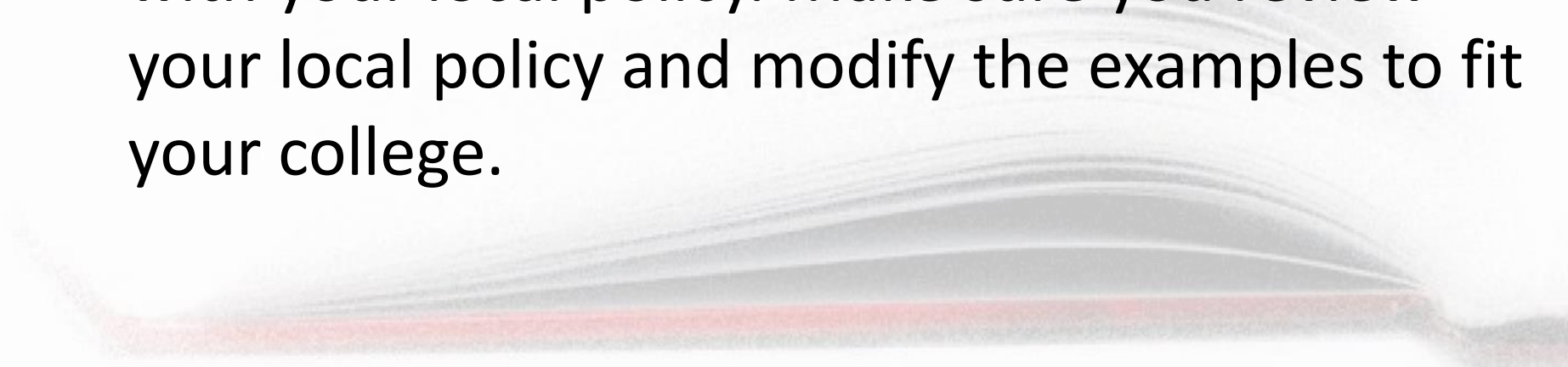
Three Variations

Regulations govern the total hours, articulation and accreditation provide standards for ratios.

II. Practices



Local Policy

- Each College/District must develop a policy on how they assign units that is consistent with Title 5, the PCAH, and federal regulations
 - **Note:** The suggestions and calculations given in this presentation are consistent with regulations, but they may not be consistent with your local policy. Make sure you review your local policy and modify the examples to fit your college.
- 

Total Student Learning Hours

- 1 Unit of college credit is granted for 48 – 54 student learning hours (48 hours is based on 16 weeks at 3 hours per week, 54 hours is based on 18 weeks at 3 hours per week).
- Total student learning hours include both contact hours and outside-of-class hours (homework).
- **Colleges can only collect apportionment for work completed in the classroom (contact hours).**

Total Student Learning Hours vs. Contact Hours

Contact Hours:

- Term used to describe student hours spent under the direct supervision of an instructor in lecture, lab, activity, or other.
- Required on COR by Title 5
- Hours as listed in the college catalog.
- Basis for faculty load and scheduling calculations.

Student Learning Hours

- Total of all in-class and out-of-class time a student spends on learning. Includes lecture, lab, activity, other, and homework.
- Hours used for Unit calculations in Title 5

Basics for Curriculum Committees

- For Curriculum, calculations of units are based on total “student learning hours,” which includes all in-class and out-of-class work.
- Hours recorded on the Course Outline of Record (COR) represent the *maximum* potential hours for a course. Actual hours for a given section vary based on calendars and scheduling.
- The CCCCO recommends that hour to unit calculations for CORs should be based on 18 week semesters, even when a local college uses a 15, 16, or 17-week calendar.
- Course Outlines of Record should record total hours for each instructional category and total student learning hours.

Lecture, Laboratory, Activity, etc.

- For lecture courses, it is assumed that students will complete a minimum of 2 hours of outside assignments for every hour they spend in class
- For laboratory courses, it is usually assumed that students will complete all of their work during in class hours
- For laboratory with homework, activity with homework, or other categories, it is assumed that students will complete some hours outside of class, but not as many as traditional lecture.

III. Standard Formula and Sample Calculations



Standard Formula for Calculating Units

To Calculate Units :

$$\frac{\text{Lecture Hours} + \text{Lab Hours} + \text{Homework Hours}}{54}$$

**54 is used for this example based on the recommendation from the Chancellor's Office that local districts use an 18 week semester as the basis for calculating hour to unit ratios on Course Outlines of Record. Likewise, . .*


Sample Calculation

Imagine that a course requires 72 hours of lecture, 54 hours of laboratory, and 144 hours of homework. Then the total number of units would be:

$$\frac{72 + 54 + 144}{54} = \frac{270}{54} = 5 \text{ units}$$

Example 1

English 1A meets for 4 hours of lecture per week, over a 16 week semester.

- How many hours of outside-of-class work should be listed on the COR?
 - How many total student learning hours?
 - How many units of credit should be recorded on the course outline of record?
- 

Solution 1

English 101 meets for 4 hours of lecture per week, over a 16 week semester.

- How many hours of outside-of-class work should be listed on the COR?
 - 2 hours of outside work for every hour in class.
Therefore, $4 * 2 * 16 = 128$ hours
- How many total student learning hours?
 - 72 hours of lecture + 128 hours outside = 200 hours
- How many units of credit should be recorded on the course outline of record?
 - 4 units

Example 2

Welding 130 meets for 3 hours of lab per week for 18 weeks.

- How many hours of outside-of-class work should be listed on the COR?
- How many total student learning hours?
- How many units of credit should be recorded on the course outline of record?

Solution 2

Welding 130 meets for 3 hours of lab per week for 18 weeks.

- How many hours of outside-of-class work should be listed on the COR?
 - 0 hours are required for this laboratory course
- How many total student learning hours?
 - $3 * 18 = 54$ hours
- How many units of credit should be recorded on the course outline of record?
 - 1 unit

Example 3

ARTS 100 meets for 6 hours of lab or activity w/ homework per week, over 18 weeks with 3 hours of homework per week.

- How many contact hours should be listed on COR?
- How many total student learning hours?
- How many units of credit should be recorded on the course outline of record?

Solution 3

ARTS 100 meets for 6 hours of activity w/ homework per week, over 18 weeks with 3 hours of homework per week.

- How many contact hours should be listed on COR?
 - 108 ($6 \times 18 = 108$)
- How many total student learning hours?
 - 162 ($9 \times 18 = 162$)
- How many units of credit should be recorded on the course outline of record?
 - 3units ($162 / 54 = 3$)

Challenging Scenario

Carpentry 101 – Introduction to Framing

Students are required to complete 710 hours of classroom time over 20 weeks, but there are no specifics on how those hours are divided between lecture, lab, or other categories.

- A. How would the faculty and the curriculum committee determine the appropriate breakdown of hours between lecture, lab, or other instructional formats?
- B. What elements on the COR would be reviewed to determine if the hours had been assigned to the appropriate instructional formats?
- C. How many units of credit?
- D. How many hours per week in each category?
- E. What potential conflicts and pressure could enter in to this course approval?
- F. What is the role of local policy and practice in this case?

Scenario Answers

- A. Local policy, process, and standards based on guidelines in T5 and PCAH. COR elements can provide direction.
- B. Homework, evaluation, assignments, content, outcomes, objectives, content.
- C. Depends! Pure Lab= 13 units, Pure Lecture=39 units, Lec/Lab = Variable
- D. Faculty Load, Cost of Enrollment, External Acc.
- E. To provide guidelines that answer this question from inception and delineate between prescriptive and permissive aspects of regulation re: unit calculation.

How would you handle this?

Your athletics faculty are proposing a new course for your college's men's golf team. Your faculty know that the student athletes can only have so many units in athletics, so they propose that this new course be 2 units of laboratory. Since Title 5 allows a maximum of 350 hours per sport, your faculty propose the course to have a total of 350 hours. How would you address this situation?

IV. Fractional Unit Awards and Other Calculations



Fractional Units

- Title 5 **§55002.5** *requires* colleges to award in .5 increments.
- Title 5 *allows* colleges to award in smaller increments

Hour Ranges and Unit Thresholds

Range of hours for each increment of credit (in 54 = 1 scenario):

- .5 unit = 1 – 53 total SLH
- 1 unit = 54 – 80 total SLH
- 1.5 units = 81 – 107 total SLH
- 2 units = 108 – 134 total SLH

This is similar to grading, where a B = 80 – 89%. Students earn the next unit of credit when they cross the next fractional unit threshold.

Other Calculation Standards

- Cooperative Work Experience
- Independent Study
- Open Entry / Open Exit
- Clock Hour Programs



Challenges for Curriculum Committees

- Differential pay for instructional categories.
- Transfer degrees have a 60 unit limit. There may be pressure to reduce the number of units in courses to facilitate the creation of new ADTs. Create a local process to evaluate the course based upon the content being covered and follow it. Cutting out hours to create a new ADT could have a negative impact on the articulation of your course.
- Faculty may propose increasing units for reasons involving instructor load or other factors rather than content and instruction. Again, make sure your process focuses on curricular considerations.

Tips

- Develop a local policy that is consistent with regulations and make sure that everyone knows what the policy is.
- Train your committee to calculate units and evaluate when a course is lecture, laboratory, lecture/lab, lab / activity with homework, etc.
- Issues like faculty workload are not issues for the curriculum committee. Leave them to your union.

Questions?

- Thank you for joining us!
 - Craig Rutan: rutan_craig@sccollege.edu
 - Erik Shearer: eshearer@napavalley.edu

