

**Cypress College
Curriculum
Committee
Training Guide**

10-30-14

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Curriculum Development Training

The intention of this document is to give faculty a foundation for developing curriculum. This document incorporates Cypress College procedures and state requirements. Additional resources may also be available on CurricUNET. For ease of articulation and for students who cross-enroll there is an on-going effort between Cypress and Fullerton College to coordinate course numbers, course titles, class size and units.

Faculty who are working to revise courses and programs or author new ones as the “originator” should and must consult with the following colleagues and groups listed below. Also, faculty authors (originators) are advised to enable their curriculum representatives to be co-contributors of their curriculum by clicking the appropriate fields and boxes in the basic course information screen. This will help your curriculum representatives for your division make quick, efficient revisions of your course during the technical review. This will eliminate the slower laborious process of communicating by e-mail for small, non-substantial or non-substantive changes.

- Faculty with idea for a course conducts informal discussion with Department/Division
- Consult with Division Curriculum Representative
- Consult with Division Dean
- Consult with Articulation Officer
- Consult with Vocational Dean, if vocational course
- Course written to Title 5 standards and/or regulations, whichever is appropriate
- Dean, with the faculty members, determines if other divisions are affected
- Consult with other divisions when appropriate – revise proposal if appropriate
- Present to department/division for tentative approval
- Curriculum Representative checks for completeness

CURRICULUM REVIEW CYCLE

A department's/division's curriculum that is 4 years or older should be reviewed each spring semester under the guidance of the department chairs, the curriculum representative and division dean and updated. Updating shows the course has been reviewed and changes the approval dates on the outline of record for the State. Revisions will be necessary if there are changes in the title, units, hours, fees, grading option, FSA codes, addition of Distance Education component, catalog statement, prerequisite/co-requisite/advisory revision or re-validation, update of textbooks in addition to UC/CSU/IGETC/CSU GE/AA GE/CUL DIV for articulation. If, however, a course has pre-requisites, co-requisites or advisories then the following Title 5 and Board policies also applies:

Our NOCCCD board policy regarding curriculum review (AP 4020 2.1) states:

"Starting in the Fall of 1994 as a regular part of the program review process or at least every six years, each college shall review each prerequisite, corequisites, or advisory to establish that each is still supported by the faculty in the discipline or department and by the Curriculum Committee and is still in compliance with all other provisions of this policy and with the law. Any prerequisite or corequisite which is successfully challenged under Title 5, Section 55201(f), subsections (1), (2), or (3), shall be reviewed promptly thereafter to assure that it is in compliance with all other provisions of this policy and the law."

The Title 5 Statement regarding curriculum review is as follows:

I55003. Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation.

Article 1b

the process, including levels of scrutiny, for reviewing prerequisites and corequisites to assure that they remain necessary and appropriate. These processes shall provide that at least once each six years all prerequisites and co-requisites established by the district shall be reviewed, except that prerequisites and co-requisites for vocational courses or programs shall be reviewed every two years. These processes shall also provide for the periodic review of advisories on recommended preparation.

Courses in career technical education may require more frequent cycles of review as required by their accrediting bodies.

Guidelines for authoring the COR may be found in the ASCCC's website:
The Course Outline of Record: [A Curriculum Reference Guide \(link\)](#)

COURSE NUMBER

Courses numbered 0-99 are non-transferable; courses numbered 100-199 are transferable first year courses; courses numbered 200-299 are transferable second year courses. In general, it is recommended that courses be numbered sequentially and that similar courses be grouped together. Courses should also be offered at the appropriate level for proper differentiation between transfer and non-transfer status.

When a course has been deactivated (deleted) the course number cannot be assigned to a different course for five years. The division dean, office manager and instruction office will have more information. The taxonomy of your courses as they appear in the college catalog should reflect a clear course sequence that students and counselors may follow to facilitate program completions.

COURSE TITLE

In order to ensure consistency in the catalog, in the schedule of classes, and on transcripts course titles need to be no longer than thirty (30) characters. Whenever possible the course title should coordinate with Fullerton College, and if transferable with what is currently on assist.org. Course titles can include abbreviations and should reasonably reflect the content of the course that is already used for a particular discipline.

UNITS

Units of Credit and Instructional Hours

You may refer to the unabridged statements in the Program and Course Approval Handbook, 5th edition of CCC Chancellor's Office for the relationship of hours to units:

[Program and Course Approval Handbook, 5th edition \(link\)](#)

Title 5, section 55002.5, establishes the expected time regarding lecture, study, and/or lab work that is necessary to award one unit of credit. Within the Title 5 Guidelines the NOCCCD maintains 18 hours for one lecture unit and 54 hours for one laboratory unit regardless of term length. For each hour of lecture required, it is assumed that students will be required to spend

an additional two hours of study outside of class. The number of units awarded for laboratory courses is generally based on the number of hours of laboratory work, presuming that students complete most required work in class.

The Chancellor's Office strongly recommends that colleges use the 18 hour calculation for the COR, even if a college has been approved to use a compressed academic calendar. The 18 hour calculation provides the greatest flexibility in terms of contact hours, and colleges do not risk an audit finding for excessive apportionment claims.

The guidelines provided below are all predicated on an 18 hour calculation. In determining the number of units to be awarded for courses, colleges must consider total lecture, outside study, and/or laboratory hours. We refer to the combination of these hours as "student learning hours." For example, a course for which three units is awarded may meet four hours a week over a semester and still be in compliance with these regulations if it is assumed that the increased classroom time serves to decrease outside study time. Thus, a course that seemingly meets for more hours per week than the units awarded may be in compliance, as opposed to a course that simply requires an excess of total classroom hours for the units awarded.

For lab units, it has not traditionally been expected that the student will study outside the classroom. Therefore, the number of units granted is generally based entirely on the number of hours performed on campus under the immediate supervision and control of a qualified academic employee. For example, 54 hours of chemistry laboratory would grant one semester unit of credit, whereas 54 hours of chemistry lecture would grant three units.

DEFINITIONS:

Contact hours are the hours the teacher and student are together in the lecture and/or lab (does not include the student's hours doing homework or study). This is the figure the Instruction Office uses and is required in the course catalog.

The following chart demonstrates the State approved unit value for contact hours in a term.

Semester Unit Calculations for Contact Hours

Lecture Hours	Units		Laboratory Hours	Units
9	0.5		18	0.333
18	1		27	0.5
27	1.5		36	0.667
36	2		45	0.833
45	2.5		54	1
54	3		63	1.167
63	3.5		72	1.333
72	4		81	1.5
81	4.5		90	1.667
90	5		99	1.833
99	5.5		108	2
108	6		117	2.167
117	6.5		126	2.333
126	7		135	2.5
135	7.5		144	2.667
144	8		153	2.833
153	8.5		162	3
162	9		171	3.167
171	9.5		180	3.333
180	10		189	3.5
189	10.5		198	3.667
198	11		207	3.833
207	11.5		216	4
216	12		225	4.167
225	12.5		234	4.333
234	13		243	4.5
243	13.5		252	4.667
252	14		261	4.833
261	14.5		270	5
270	15		279	5.167
279	15.5		288	5.333
288	16		297	5.5
297	16.5		306	5.667
306	17		315	5.833
315	17.5		324	6
324	18		333	6.167
333	18.5		342	6.333
342	19		351	6.5
351	19.5		360	6.667
360	20		369	6.833
369	20.5		378	7
378	21		387	7.167
387	21.5		396	7.333
396	22		405	7.5
405	22.5		414	7.667

DEFINITION:

Student Learning hours (credit) hours are the total hours the student is presumed to put into the course (lecture, lab, **and homework or study**) to earn units.

The following example applies to a 2 unit, 1 lecture and 1 lab course:

- One-unit lecture = 18 hours in-class lecture (plus 36 hours out-of-class study)
- One-unit laboratory = 54 hours in-class laboratory
- When the combination of lecture and laboratory work reaches 108 hours the student must earn at least two units of credit.

Total number of hours of work by student during the semester (<u>including homework</u>). It can be any combination of lecture, lab or homework hours calculated for an 18 week semester.		Units of credit for student
27	hours of work in the semester	½ unit
54	hours of work in the semester	1 unit
81	hours of work in the semester	1 ½ units
108	hours of work in the semester	2 units
135	hours of work in the semester	2 ½ units
162	hours of work in the semester	3 units
189	hours of work in the semester	3 ½ units
216	hours of work in the semester	4 units
243	hours of work in the semester	4 ½ units
270	hours of work in the semester	5 units
297	hours of work in the semester	5 ½ units
324	hours of work in the semester	6 units
351	hours of work in the semester	6 ½ units
378	hours of work in the semester	7 units
405	hours of work in the semester	7 ½ units
432	hours of work in the semester	8 units
459	hours of work in the semester	8 ½ units
486	hours of work in the semester	9 units
513	hours of work in the semester	9 ½ units
540	hours of work in the semester	10 units
567	hours of work in the semester	10 ½ units
594	hours of work in the semester	11 units
621	hours of work in the semester	11 ½ units
648	hours of work in the semester	12 units

REPEATABLE COURSES.

Title 5 Repeatability Guidelines

Districts may only designate the following types of courses as repeatable:

Repeatable Courses (§§ 55040(b)(1), 55041)

Beginning November 2013, district policy may designate only three types of courses as repeatable:

- Courses for which repetition is necessary to meet the major requirement of California State University (CSU) or University of California (UC) for completion of a bachelor's degree
- intercollegiate athletics, and intercollegiate academic or vocational competition
- Repeatable courses that are “active participatory” courses in physical education, visual arts, or performing arts that are related in content to one or more other courses: (i.e., the courses have similar primary educational activities in which skill levels or variations are separated into distinct courses).

Examples of exceptions:

- Occupational work experience (§ 55040(b)(6))
- Special Classes for Students with Disabilities (§ 55040(b)(7))
- Legally Mandated Courses (§ 55040(b)(8))
- Significant Change in Industry or Licensure Standards (§ 55040(b)(9))

Please refer to the [Credit Course Repetition Guidelines](#), November 2013 for specific definitions related to your discipline:

CLASS SIZE

Please refer to the approved district Class Size document located on Cypress College's CurricUNET homepage under Links. You will have to provide a class size justification for both new and revised courses each time you put a course through the CurricUNET Approval process.

- Every class size must be justified whether you are changing the class size or not. “No change” is not an acceptable justification.
- Specific wording should come from the Class Size document.

- Class size should be supported by course content and instructional methodologies.
- If state, accreditation, or safety regulations warrant a class size not noted on the Class Size document, please include a thorough class size justification and documentation for the curriculum committee. You may use the “Attached Files” screen if you run out of room on the class size justification text box.

CATALOG DESCRIPTION

Term Hours: _____ Lecture and _____ Laboratory

The catalog description must be written in complete sentences and should clearly state the scope of the course, its level, and the student goals the course is designed to fulfill. For example, state "This course is designed for engineering majors." It should be evident from the catalog description that no two courses in the curriculum are redundant.

If applicable please also include at the top of the description UC Credit Limitation, UC/CSU, AA GE, CSU GE, IGETC, CUL DIV. At the bottom of the description if applicable, include Pass/No Pass/Letter Grade Option, if duplicate credit is not granted if another course is taken (i.e. for POSC 100 C use the statement Duplicate credit not granted for POSC 100HC), how many times the course can be repeated (May be taken for credit...times), material fee (Material Fee - Payable at Registration), the cost of field trips (Cost of field trip not to exceed \$).

Note: If a course changes department or number, please indicate the previous department or number. Example: Formerly_____

SCHEDULE DESCRIPTION

The schedule description should be a brief overview of the course and no more than 400 characters. Avoid using the same description as in the catalog if more than two lines.

FEES

As a part of the process for establishing fees, justification must be provided explaining how the request meets the State criteria for allowable fees; and calculation and support data for determining fees must be provided. For more information please see Materials Fee on the Master Data Base form

and the help screen in CurricUNET. The Request for Fee Justification form is on the CurricUNET homepage under links.

JUSTIFICATION for a major course revision or new course

There are several areas of course justification to consider:

- Appropriateness of mission related to your program's learning outcomes and Cypress College's institutional learning outcomes
- Need
- Curriculum standards
- Adequate resources
- Compliance

You may refer to [Program and Course Approval Handbook \(link\)](#), 5th edition of CCC Chancellor's Office for additional course definitions and requirements for the course outline of record (pgs. 22-23):

Appropriateness to Mission The objectives of the proposed course or program, as defined in the course Outline of Record and the catalog description of the program, are consistent with the mission of the community colleges as formulated in Title 5, sections 55130(b)(5), 55180, and with the mission and educational plan portion of the [Comprehensive Master Plan \(link\)](#) for NOCCD.

Need

There is a demonstrable need for the proposed course or program, and it meets the objectives of the college for its student population.

Quality

Courses and programs are designed to effectively meet their objectives. Outlines of Record for each course reflect the standards outlined.

Feasibility

The college has the resources to maintain the course or program at the level of quality described in the course Outline of Record and the new program application. In the case of programs, the college's ability to offer the program is based at least partly upon an analysis of cost estimates and includes a commitment to offer the required courses with sufficient frequency to meet the program objectives and enrollment projections, i.e. at

least once every two years unless the objectives and rationale for the particular program justify a longer time frame as in the best interests of students.

Compliance

The course or program complies with any other laws applicable to it, including federal regulations, licensing requirements, and the particular legal requirements for courses.

There are in Title 5 (55002) the following standards for approval of a course:

- **Grading Policy** - The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards. The grade is based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.
- **Units** - The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course also requires a minimum of three hours of student work per week, including class time for each unit of credit, prorated for short-term, extended term, laboratory and/or activity courses.
- **Intensity** - The course treats subject matter with a scope and intensity that requires students to study independently outside of class time.
- **Prerequisites and Corequisites** - When the college and/or district curriculum committee determines, based on a review of the course outline of record, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or corequisites that are established, reviewed, and applied in accordance with the requirements of this article.
- **Difficulty** - The course work calls for critical thinking and the understanding and application of concepts determined by the Curriculum Committee to be at college level.
- **Level** - The course requires learning skills and a vocabulary that the Curriculum Committee deems appropriate for a college course.

Helpful hints for how a justification should be written are included in the help screen on the Basic Course Information screen in CurricUNET. Pay special attention to any courses intended to be numbered 100 level or higher.

Title 5 definition of Course outline of record (COR):

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

ENTRY LEVEL SKILLS AND KNOWLEDGE

Prerequisites, corequisites and advisories must be re-validated for existing courses and created for new courses by the appropriate, discipline faculty and faculty originator of the course. The faculty originator must list required entry level skills and complete the matrix in the requisite analysis screen in Curricunet.

Prerequisite means a condition of enrollment that a student is required to meet in order to demonstrate current readiness for enrollment in a course or educational program.

Title 5, section 55002, requires, for degree-applicable credit courses, that the campus curriculum committee determine whether prerequisites or corequisites are necessary for student success in a course, including prerequisite English or math levels. This section also states that curriculum committees may establish prerequisites or corequisites for nondegree-applicable credit courses.

The review of prerequisites and corequisites is part of the curriculum review conducted by the college curriculum committee. In accordance with Title 5, section 55003, prerequisites and corequisites can only be established if they are determined to be necessary, appropriate, and non-discriminatory, or required by regulation or statute.

When determining prerequisites, faculty need to keep in mind that pre-requisites should be used to uphold academic standards, not to deny access. The method to establish a prerequisite varies with the type of course:

- Prerequisites for transferable courses can be established by a basic content review plus identification of similar prerequisites used at three UC or CSU campuses.
- Courses within or across sequences, especially vocational courses which have no UC or CSU equivalents, can have prerequisites by going through a documented content review and as required by accrediting agencies with supporting documentation as an attached file.
- Courses in communication and computation skills when used for requisite courses in other disciplines (e.g., ENG 100 for PHIL 115) require data collection and analysis in addition to content review.

The curriculum committee approves the course outline and the prerequisite by separate action.

Corequisite means a condition of enrollment consisting of a course that a student is required to simultaneously take in order to enroll in another course. The justification process is the same as it is for prerequisites.

Advisory or recommended preparation means a condition of enrollment consisting of a course in which a student is required to enroll in order to succeed in another course or a list of skills. The student acquires the necessary skills, concepts, and/or information in the corequisite course that supports success in the target course. Since the corequisite course provides skills or knowledge necessary for successful completion of another course, it is highly unlikely that the student can achieve a satisfactory grade in the course for which the corequisite is being established without the skills and knowledge provided in the corequisite course.

Additional allowance for application of a pre-requisite (Title V 58106): in the case of intercollegiate competition, honors courses, or public performance courses, allocating available seats to those students judged most qualified.

INSTRUCTIONAL OBJECTIVES

Faculty should consider the following when writing instructional objectives:

- State in measurable terms what students will be able to do: "upon completion of the course the student should be able to..."
- Be concise but complete: ten might be too many; one is not enough. Objectives need to reflect unit value and subject matter. **

**If accrediting bodies require substantial lists of objectives, please note in the course justification.

- Please begin each objective with a verb showing active learning refer to the taxonomy list (see CurricUNET homepage link) for guidance.
- Adequately cover theory, principles, and concepts. Use skills and applications to reinforce and develop concepts.
- Be broad and introductory in scope, not too advanced, narrow, or specific.

COURSE CONTENT AND SCOPE

Lecture

This section needs to include a complete listing of the topics taught in the course and should be arranged by major headings with subtopics. The content may also include the PERSPECTIVE from which the topics are taught and are subject based. The outline is detailed enough to fully convey the topics covered, but not so lengthy that a quick scan cannot be used to ascertain the scope of the course. A page or two is fairly typical. However, the content needs to reflect the unit value and may be more detailed if required by outside entities. A three unit class should require at least a full page of course content.

Keep in mind that the content listed in the course outline is required to be covered by all faculty teaching the course unless marked as optional. Furthermore, the listed content does not limit instructors from going beyond the topics in the outline.

You may use your textbook as a guide. To see samples of expanded course outlines, look at several comparable “active” courses in CurricUNET that have been recently approved. ”

Lab

Traditional transfer level **science** courses (BIOL, CHEM, etc.) that include a lab need to specify lab activities apart from the lecture component with identifiable sub-headings in this section. Clinical practicum activities are also to be listed separately from lecture and lab. The hours per term of clinical practicum can be included as part of the total lab hours, i.e. 80 hours per term includes both lab and clinical practicum.

METHODS OF INSTRUCTION

The types and examples of methods of instruction should be specifically related to the course objectives. They should provide guidance to instructors in designing their class sessions.

- The proposed learning environment is realistic to the needs of the learning experience.
- The methods of instruction appropriately ensure that quality occurs in an equal and consistent manner irrespective of any delivery constraints.
- Methods of instruction should be appropriate to the objectives.
- Types or examples of methods of instruction are required. If all instructors agree, the course outline may show just one teaching pattern. However, instructors have the freedom to choose how they will achieve course objectives. If other methods are used, options should be described fully.
- The difficulty standard for degree-applicable credit courses requires that instruction elicit college-level effort, particularly in terms of critical thinking.

METHODS OF EVALUATION

In this section use methods that are appropriate to the course objectives. All courses must have a final exam, project or performance.

- Be sure that knowledge of required material constitutes a significant portion of the grade as reflected in assignments and methods of evaluation.
- The difficulty standards for degree-applicable credit, nondegree-applicable credit and noncredit courses vary quite a bit, particularly in terms of critical thinking, and this should be reflected in the methods of evaluation.

TEXTBOOKS

Faculty should consider the following when selecting textbooks:

- Textbooks are to be listed with specific titles and date of publication. Presently, the APA format is being used on CurricUNET.
- In degree credit courses, textbooks are to be of college level and cover the theory and principles of the subject. Primary sources need not be college level.
- The text and other instructional materials should show the required rigor and scope.
- Textbooks should be less than five years old (if not, a justification is required). “Textbook is a classic” may be indicated as a justification if that is the only appropriate textbook, but every attempt should be made to list at least one textbook or academic journal that is current under *Item VII. Recommended Textbooks*. Justification is best noted as an attached file.
- Since course outlines must show a dedication to quality, currency, and completeness, courses are routinely rejected if they do not refer to a text (or other appropriate instructional material) or refer to a text which is outdated.
- The only exceptions to the stated textbook requirement are for physical activity-only or performance-specific dance or theater curriculum. These courses may utilize an “instructor-designed handout” or other materials.
- If “instructor-designed materials” are the only citation, a description of their scope should be in the outline and a sample must be attached in CurricUNET.
- The C-ID (Common Identification Numbering) system is a state-wide program for which Cypress College participates. Courses will be rejected that are not revised with current textbooks within 5 years from the prior Board approval date.

SUPPLEMENTAL TEXTBOOKS OR MATERIALS

Manuals, periodicals, software, and other resources that would enhance student learning but are not required for the class can be listed as supplemental resources.

Note: All textbooks should be listed in the textbook field, even those that may be considered supplementary, to ensure proper on-line formatting.

LIBRARY

When proposing a new course or major revisions to an existing course, the instructor making the proposal will consult the appropriate librarian prior to filling the Library form in CurricUNET to make sure that the library can provide students with appropriate resources that go beyond the textbooks for the course. These resources include research instruction, books, and periodicals in a variety of formats to enhance student learning and research.

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ASSIGNMENTS

Required Out-of-class Assignments

Out-of-class assignments are extra assignments **other than** the normal classroom expectations (e.g. homework). They may be activities that entail off-campus attendance that occur at specific non-class times (field trips, performances, etc.). Please include cost statement if applicable.

Assignments that Demonstrate Critical Thinking

A credit course must include critical thinking. Faculty should consider the following when developing assignments that demonstrate critical thinking:

- Critical thinking is the process of analyzing, formulating and evaluating arguments as well as the evidence that is used to support positions or viewpoints.

- Critical thinking assignments need to begin with a verb reflecting analysis, synthesis and evaluation. Sample words can be found in the last three columns of the Cognitive Domain Taxonomy. (see Curricunet homepage link). See Appendix I of this document for samples from previously approved course outlines.
- Assignment examples, if provided, should reflect coverage of all objectives and content.
- Assignment examples can include supplemental reading materials beyond the required text(s).
- Optional and alternate assignment examples can and in some cases should be included. (e.g. an alternate assignment allowed in lieu of a required field trip or a cost-bearing assignment such as theatre tickets).
- In addition to listing graded assignments, the developer of the course outline should give the basis for grading, and relate assignments to skills and abilities in objectives. For example, say “written assignments that show development of self-criticism.” Attach examples if needed.
- Out-of-class assignments must be sufficient to show independent work.
- The difficulty standard for degree-applicable credit courses requires that assignments must reflect college-level effort, particularly in terms of critical thinking.

Writing Assignment and/or Proficiency Demonstration

Title 5 states that a grade must be based on demonstrated proficiency at least part of which is either in the form of written essays or problem solving if the curriculum committee deems appropriate.

GENERAL EDUCATION OPTIONS:

Guiding Notes have been developed by the faculty and staff who review course outlines proposed for lower-division general education credit in the University of California and the California State University. They elaborate on state policy, adding suggestions and insights from past reviewers:

[2013-January-GE-Reviewers-Guiding-Notes](#) (**link**)

A. LOCAL GENERAL EDUCATION/GRADUATION REQUIREMENTS

Associate Degrees (AA/AS Native Degrees) offered by Cypress College all include major courses and a general education component.

The **general education** requirements at Cypress College are designed to introduce students to the variety of means through which people comprehend the modern world. The subject matter presented in these courses is designed to be **general, broad, and frequently introductory**, rather than specialized, narrow, or advanced. These general education courses form a pattern of learning experiences designed to develop the following insights and capabilities in all students, regardless of their educational goals and include:

- Knowledge of the common principles, concepts, and modes of inquiry appropriate to the academic discipline.
- Appreciation and understanding of the environment, culture, society, and self.
- Understanding of the political and economic environment, in order to be better informed and more responsible citizens.
- Desire to continue education throughout their lives.

If you are requesting addition to AA/AS Native GE pattern you need to provide justification in Curricunet that your course meets the following criteria:

Based on the course objectives and topic outline, write a brief statement explaining how this course meets the criteria as stated below:

To qualify as a General Education course, it must meet all four of the criteria in Category I and at least one criterion for Category II:

Category I:

- I. It must contain a body of the knowledge that educated people have in common.
- II. It must present the fundamental principles of a major discipline.
- III. Its coverage must be broad in scope rather than specialized.
- IV. It must enhance critical evaluation and critical thinking.

Category II:

- I. It is helpful to students in examining, evaluating, and expressing the principles of a discipline.
- II. It integrates knowledge.
- III. It develops clear and effective communication skills.
- IV. It promotes understanding of diverse cultures

Graduation Requirements for the AA/AS Native Degree:

I. Cultural Diversity

To qualify for inclusion on the list of courses designated to fulfill the Cultural Diversity Graduation Requirement, the **majority** of the course content must meet all four criteria listed below. Samples of courses that currently meet the Cultural Diversity requirement can be on the current Cypress College Native General Education Requirement sheet (<http://www.cypresscollege.edu/services/transfer/ChecksheetNativeGE.aspx>) or in the current catalog. Based on the course objectives and topic outlines, write a brief statement in Curricunet explaining how this course meets each of the following criteria:

1. It emphasizes the United States experience.
2. It focuses on social and discrimination issues such as those related to race, gender, religion, national origin, sexual orientation, socio-economic background, physical and/or mental ability.
3. It explores the struggle of people to achieve civil and human rights.
4. It creates a learning environment that encourages critical thinking, discussion and respect for people of diverse backgrounds and experiences.

II. Reading Proficiency Requirement

To have a course qualify to meet the reading requirement please review the courses currently approved for the Reading Proficiency requirement. Samples of courses that currently meet the Reading Proficiency requirement can be on the current [Cypress College Native General Education Requirement sheet](#) or in the current catalog. After reviewing, then consult with the Reading Department for the specific content and course objectives required.

B) CSU GE TRANSFER PATTERN

These are courses approved by the California State University (CSU) system to meet their general education requirements. If considering proposing a course for the CSU GE Pattern you should:

1. Review courses that currently meet the CSU General Education pattern offered here at Cypress College at the link below or in the current catalog:
<http://www.cypresscollege.edu/services/transfer/csuChecksheet.aspx>
2. Review the attached Faculty Resource Guide for Transfer Course Proposals in Appendix II of this document,
3. Talk to your Curriculum Rep. and/or Articulation Officer,
4. Recommended: find 3 comparable courses that have similar content at CCC that have a CSU GE designation, or find the comparable course at a CSU (lower division), and add this information to Curricunet.

C) INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM (IGETC) TRANSFER PATTERNS

These are general education courses approved to transfer to the CSU and/or UC, and some private universities to meet their general education requirements. If considering proposing a course for the IGETC Pattern you should:

1. Review courses that currently meet the IGETC pattern offered here at Cypress College at the link below or in the current catalog:
<http://www.cypresscollege.edu/services/transfer/igetcChecksheet.aspx>
2. Review the attached Faculty Resource Guide for Transfer Course Proposals in Appendix II of this document,
3. Talk to your Curriculum Rep. and/or Articulation Officer,
4. Recommended: find 3 comparable courses that have similar content at CCC that have an IGETC designation, or find the comparable course at a UC (lower division), and add this information to Curricunet.

Note: Guiding Notes have been developed by the faculty and staff who review course outlines proposed for lower-division general education credit

in the University of California and the California State University. They elaborate on state policy, adding suggestions and insights from past reviewers. This link is available in Appendix II.

Associate Degree for Transfer (ADT)

Beginning in Fall 2011, community colleges were required by Senate Bill (SB) 1440 (Padilla) and California Education Code section 66746(a) to develop and offer “associate degrees for transfer” that require students to meet both of the following requirements:

(1) Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:

(A) The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth CSU GE Requirements.

(B) A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.

(2) Obtainment of a minimum grade point average of 2.0.

ADTs also require that students must earn a C or better in all courses required for the major or area of emphasis. A “P” (Pass) grade is not an acceptable grade for courses in the major.

In addition, Education Code section 66746 subdivision (b) prohibits a community college district from imposing any additional course requirements, in addition to these requirements, for a student to be eligible for the associate degree for transfer, and subdivision (e) prohibits allowing remedial non-collegiate level coursework to be counted toward the units required for the associate degree for transfer (A.A.-T or A.S.-T). Title 5, section 55002(b), describes such courses as “nondegree-applicable credit courses.”

The benefit for students completing these associate degrees for transfer is that the CSU system is required by Education Code section 66747 to “guarantee admission with junior status to any community college student who meets all of the requirements” for the associate degree for transfer.

California Community Colleges Chancellor’s Office

Program and Course Approval Handbook, 5th Edition

CSU is required to grant priority admission for a student with this associate degree “to his or her local [CSU] campus and to a program or major that is similar to his or her community college major or area of emphasis, as determined by the [CSU] campus to which the student is admitted.” In addition, section 66747 states that “a student admitted under this article shall receive priority over all other community college transfer students, excluding community college students who have entered into a transfer agreement between a community college and the California State University prior to the fall term of the 2012/13 academic years.

To see a list of Cypress College ADTs please visit: [list of ADT Programs for Cypress College](#) (**link**) or the current catalog. Contact your Articulation Officer for further information.

INTERNET RESOURCES FOR DEVELOPING PROGRAMS (CERTIFICATES, DEGREES) AND COURSES:

CC Chancellor’s office: [Program and Course Approval Handbook](#)

The Course Outline of Record: [A Curriculum Reference Guide](#) Curriculum Committee 2007-2008 (ASCCC) (**link**):

Sample Critical Thinking Assignments

The following sample assignments are acceptable because they identify *specific* critical thinking skills:

- Interpret graphs, charts, tables and collections of numerical data. Identify an appropriate mathematical model for the data. Solve problems using the data and models.
- In writing exams and papers, students will analyze art works in terms of visual elements, materials, techniques, styles, purposes, meanings, and historical significance.
- Select from a variety of financial models to calculate answers to investment problems.
- Analyze arguments for validity. Distinguish between inductive and deductive reasoning. Identify fallacies in arguments.
- Through hands-on projects students will build, organize, design, create, experiment, plan, and rearrange images to solve specific visual problems established by the instructor.
- Students will assess the structural and emotive characteristics of successful pop songs, then synthesize and apply musical techniques in the composition of their own songs.
- From a given set of user interface requirements, compare and contrast various types of program design. Based on the requirements, select the most user friendly design and explain the choice.

Appendix II

FACULTY RESOURCE GUIDE FOR TRANSFER COURSE PROPOSALS

UNIVERSITY OF CALIFORNIA AND/OR CALIFORNIA STATE UNIVERSITY SYSTEM

Note: California's Title 5, the UC's Policy on Transferability of Courses, the IGETC Standards policies, and CSU's Executive Orders remain the official documents for what may qualify courses for transferability and/or general education for transfer.

Transferability Steps in the Curriculum Course Review Process:

- 1) Contact your Curriculum Representative and Articulation Officer (see information at the end of the document about the submission process and cycle timeline).
- 2) Consult with the following available resources which address the appropriateness of course proposals for the courses to be eligible for transfer credit.
- 3) Decide which of the areas below (A-D) you would like to request for transferability:

- A) CSU Baccalaureate Elective Credit** (automatically granted for courses offered at 100-299 numbering): Faculty can reference in order to determine whether a course will be eligible to be considered a baccalaureate level “transferable” course to the CSU system.

Web Resource: CSU Executive Order 167 – Transfer of Credit & Working Definition of Baccalaureate Credit

<http://www.calstate.edu/eo/EO-167.pdf>

<http://www.calstate.edu/APP/documents/BaccalaureateCoursesSenateMay97.pdf>

If requesting a course to be part of a General Education Pattern in one of the following areas, we recommend you find 1 comparable course at a UC or CSU, or 3 comparable courses with another California Community College and put those courses in the justification area of General Education in Curricunet.

- B) UC Baccalaureate Elective Credit – UC Transfer Course Agreement (UC-TCA)**
- This resource will let faculty know what the requirements are by subject to propose a class that may be UC transferable.

Web Resource: UC Transferability of Courses & Special Regulations for Courses in Specific Subject Areas <http://ucop.edu/transfer-articulation/transferable-course-agreements/tca-policy/regulations-by-subject-area.html>

- C) Intersegmental General Education Transfer Curriculum (IGETC) (Courses that students can take that will meet General Education requirements for UC, CSU, and some private universities)-** Faculty will be able to use these resources for specific information about how to propose a course so it may meet the IGETC GE Pattern for UC, CSU, and some private institutions as part of a student's general education requirement.

Web Resources:

- i) IGETC Standards -Provides general descriptions of content areas required for course proposals requesting IGETC designations.
http://icas-ca.org/Websites/icasca/images/IGETC_Standards_Final_version_1.5.pdf
- ii) Guiding Notes for General Education Course Reviewers (Jan., 2013) – developed by the faculty and staff who review course outlines for CCC proposals of **CSU GE-Breadth/IGETC areas**. They elaborate on state policy, adding suggestions and insights from past reviewers:
<http://www.calstate.edu/app/documents/2013-January-GE-Reviewers-Guiding-Notes.pdf>

D) CSU-GE Breadth (Courses that are approved by the CSU to meet their general education requirements)- areas A thru E with sub-areas such as A1, A2, etc. Faculty can utilize this web resource to see what content will be needed to request a course be a CSU general education course and be transferred to meet the CSU requirement.

Web Resources:

- i) CSU Executive Order 1065 – provides general descriptions of content areas required for course proposals requesting CSU-GE breadth designations.
<http://www.calstate.edu/app/general-ed-transfer.shtml>
- ii) Guiding Notes for General Education Course Reviewers (Jan., 2013) – developed by the faculty and staff who review course outlines for CCC proposals of **CSU GE-Breadth/IGETC areas**. They elaborate on state policy, adding suggestions and insights from past reviewers:
<http://www.calstate.edu/app/documents/2013-January-GE-Reviewers-Guiding-Notes.pdf>

Transferability Submission Process and Cycle Timeline: Please note the following information is provided in order to be helpful to faculty in understanding the timeline and process for course transfer eligibility.

- **Ongoing** -CSU transferability is automatically assigned to courses that are approved by the Curriculum Committees as numbered 100-299 within the California Community College system.
- **August** - UC Transferability (UC-TCA) course proposals are submitted each summer (traditionally Cypress College is assigned the month of August), decisions are received by the Articulation Officer each September-October.
- **December** - IGETC, CSU GE course proposals are submitted via OSCAR (online submission portal through Assist.org) each December by the Articulation Officer and decisions on their GE status is received by the Articulation Officer the following April who will then update faculty.

This information may be helpful to understanding that courses that are approved by the Curriculum Committee as likely to be IGETC, CSU General Education, or UC Transferable must go through additional approvals before the course can be offered and evaluated with the proposed transferability. Faculty and the Department will be notified of the course decisions by the Articulation Officer. Please see the Articulation Officer for more details on any of the above.