Palo Verde College Curriculum Guide

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2. Complete the Course Outline of Record with a proposed effective semester and, if applicable, the Justification for Pre-Requisites, Co-Requisites, Advisories on Recommended Preparation and Limits on Enrollment, and transmit these items to the Office of Instructional Services.

3. Discuss transfer and articulation options with the Articulation Officer, if applicable.

4. Schedule the course proposal through the Office of Instructional Services as an agenda item for an upcoming Curriculum Committee meeting.

5. Ensure that a faculty representative attends the meeting prepared to present the course proposal and answer questions from Curriculum Committee members.

Subsequent Steps:

6. Once approved, the Office of Instructional Services transmits the course proposal to the Board of Trustees for review and acceptance

7. If the Curriculum Committee rejects the proposal, the proposal is returned to the division with an explanation

8. Division faculty members, may at their option, revise the course proposal and re-submit it to the Curriculum Committee at a subsequent meeting

Applicable Education Code Sections:

53200	Definitions/Academic Senates
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CERTIFICATES

Steps for Division Faculty:

1. Discuss the new or revised certificate idea with other division faculty, and if applicable, with faculty from other divisions

2. Discuss the new or revised certificate idea with the Office of Instructional Services

3. Prepare a written proposal of the certificate with a proposed effective semester, a listing of student learning outcomes and all items consistent with the requirements listed in Education Code Sections 55070 and 55130. Submit the certificate proposal to the Office of Instructional Services.

4. Complete new Course Outlines of Record, if needed, to support the certificate program.

5. Schedule the certificate proposal through the Office of Instructional Services as an agenda item for an upcoming Curriculum Committee meeting.

6. Ensure that a faculty representative attends the meeting prepared to present the certificate proposal and answer questions from Curriculum Committee members.

Subsequent Steps:

7. Once approved, the Office of Instructional Services transmits the proposal to the Board of Trustees for review and acceptance.

8. Once accepted by the Board of Trustees, the Office of Instructional Services prepares the appropriate application, if required, to the System Office. (Note: Review California Education Code Section 55070, Credit Certificates, for conditions requiring approval by the System Office.)

9. The Office of Instructional Services, with appropriate faculty representation, presents the certificate proposal to regional oversight committee, if applicable.

10. If the Curriculum Committee rejects the proposal, the proposal is returned to the division with an explanation.

11. Division faculty members, may at their option, revise the certificate proposal and re-submit it to the Curriculum Committee at a subsequent meeting.

Applicable Education Code Sections:

55070   Credit Certificates
55130   Approval of Credit Programs

ASSOCIATE DEGREES

Steps for Division Faculty:

1. Discuss the new or revised associate degree idea with other division faculty and all faculty of the Academic Senate.

2. Discuss the new or revised associate degree idea with the Office of Instructional Services.

3. Prepare a written proposal of the associate degree with a proposed effective semester, a listing of student learning outcomes and all items consistent with the requirements set forth in Education Code Sections 55061, 55062, 55063 and 55130. Submit the associate degree proposal to the Office of Instructional Services.

4. Complete new Course Outlines of Record, if needed, to support the associate degree program.

5. Schedule the associate degree proposal through the Office of Instructional Services as an agenda item for an upcoming Curriculum Committee meeting.

6. Ensure that a faculty representative attends the meeting prepared to present the associate degree proposal and answer questions from Curriculum Committee members.

Subsequent Steps:

7. Once approved, the Office of Instructional Services transmits the proposal to the Board of Trustees for review and acceptance.

8. Once accepted by the Board of Trustees, the Office of Instructional Services prepares the appropriate application to the System Office.

9. If the Curriculum Committee rejects the proposal, the proposal is returned to the division with an explanation.

10. Division faculty members, may at their option, revise the associate degree proposal and re-submit it to the Curriculum Committee at a subsequent meeting.

Applicable Education Code Sections:

55061	Philosophy and Criteria for Associate Degree and Gen Ed
55062	Types of Courses Appropriate to the Associate Degree
55063	Minimum Requirements for the Associate Degree
55130	Approval of Credit Programs

The Curriculum Committee

Purpose:

The development and periodic review of all College curricula, including individual courses (both credit and noncredit), certificates and degrees falls within the primacy of the College full-time faculty, through their respective academic and vocational divisions, under the auspices of the Academic Senate. The Academic Senate delegates authority for curriculum review to the Curriculum Committee. The Curriculum Committee reviews new, revised and updated courses and programs to ensure they are academically rigorous and uphold the integrity of the College.[1] The Curriculum Committee is also charged with recommending course and program terminations.[2]

Reporting Relationship:

New, revised and updated courses and programs, as well as recommendations for course and program termination, are submitted by the academic and vocational divisions directly to the Curriculum Committee for review. The Curriculum Committee offers its recommendations directly to the Board of Trustees for acceptance.

Membership and Responsibilities:

The Curriculum Committee consists of faculty representatives from each academic and vocational division; a representative from the Associated Student Body; the College Librarian; the College Registrar; and the Articulation Officer. The Curriculum Committee is co-chaired by the Vice-President of Instructional Services and a faculty member elected by the Curriculum Committee membership.

The responsibilities of the Curriculum Committee co-chairs are to:

Develop Curriculum Committee meeting agendas and minutes;

Facilitate meetings;

Assist in identifying key issues to be addressed by committee members;

Stay current on new developments in curriculum policies and standards issuing from statewide organizations, including the Academic Senate, and the local Palo Verde College Academic Senate;

Report Curriculum Committee actions to the Academic Senate (faculty co-chair);

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[1] Appendix A, PVC Academic Senate Resolution, "Reaffirming the Curriculum Development Process," p. 19
[2] Appendix B, Program, Curriculum and Course Development, Board Policy/Administrative Procedure 4020, p. 20

Attend regional and statewide curriculum conferences and seminars, such as statewide Academic Senate curriculum symposia, and report back to the Curriculum Committee and Palo Verde College Academic Senate (faculty co-chair);

Present Curriculum Committee recommendations to the Board of Trustees (Vice-President of Instructional Services).

The responsibilities of each Curriculum Committee member are to:

Inform member's division faculty of Curriculum Committee actions;

Assist member's division faculty in preparing curriculum proposals;

Ensure each curriculum proposal from the member's division is complete, academically rigorous, and technically correct;

Assist in maintaining the quality and integrity of curriculum proposals by reviewing all materials prior to each meeting;

Be prepared to answer questions from the Curriculum Committee on curriculum originating from the member's division; invite a division colleague, when needed, to assist in addressing Curriculum Committee questions.

Duties:

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

Examine each proposed course outline of record to ensure completeness, academic rigor, technical correctness, and consistency with standards established by the Palo Verde College Academic Senate and the California Education Code;

Examine each new and revised program and degree for academic rigor, technical correctness and consistency with Academic Senate standards, the College mission and strategic educational objectives and Education Code provisions;

Examine course pre-requisites, co-requisites and advisories on recommended preparation to ensure consistency with Academic Senate standards and Education Code provisions;

Examine recommendations from academic and vocational divisions for course and program terminations;

Evaluate courses as to program and associate degree applicability;

Accept, reject, or suggest modifications of curriculum proposals.

Encourage the development of timely and innovative curricula.

The Curriculum Committee recommends its findings to the Board of Trustees for acceptance.

From time to time, the Academic Senate, or the academic and vocational divisions may ask the Curriculum Committee for advice and policy recommendations on a variety of matters pertaining to curriculum. These matters may include but are not limited to grading policies, procedures for co-requisite and pre-requisite course challenges by students and minimum grade point average required for conferral of degrees or certificates.

Articulation Officer

The Articulation Officer, a member of the Curriculum Committee, performs many functions associated with the transfer and articulation of certain Palo Verde College courses with four-year colleges and universities. These functions include: advising faculty generally, and the Curriculum Committee members specifically, of changing curriculum requirements among four-year institutions; developing articulation agreements with certain four-year institutions; ensuring, wherever possible, that new and revised curricula is proposed for consideration by four-year institutions for transfer and articulation; and ensuring that Palo Verde College curriculum information maintained by four-year institutions and posted on the ASSIST database is current and complete.

Because of the complex and changing nature of transfer and articulation requirements and practices, faculty are encouraged to discuss with the Articulation Officer questions they may have regarding curriculum transferability.

Registrar

The College Registrar, a member of the Curriculum Committee, is an important resource for information about state and federal laws, regulations and policies affecting the College's curriculum and its development. Such information includes students' rights as to confidentiality of records; grade appeals; pre-requisite challenges; the relationship between contact time and unit value; students' right of access; FTES calculation; and others.

Librarian

The College Librarian, a member of the Curriculum Committee, serves as the Committee's resource for information about learning support materials and practices that form the foundation of the College's academic and vocational curricula.

Meetings

The Curriculum Committee meets monthly, typically on the 2nd Thursday. Meetings dates, times and locations are arranged by the Office of Instructional Services.

<u>Voting:</u>

Voting will follow Robert's Rules of Order.

Committee members who are presenting a course or program for approval may vote for his or her proposal.

Voting is confined to members of the Curriculum Committee.

In the event that a voting member of the committee cannot attend an action meeting, another member of the same department or representative group can be given a proxy to vote. The voting member will inform either of the co-chairs or the administrative aide of the designation of proxy in advance of the meeting. If the voting member is unable to contact any of the above directly, the designated proxy holder may also present a written proxy at the time of the meeting. All proxies will be voted in person by attendance at the meeting. A voting member of the committee who leaves a meeting prior to an action may designate another committee member in attendance to vote on his or her behalf.

The chair will announce results of the voting immediately after the vote is taken.

<u>The Course Outline of Record</u>

The course outline of record is the basis for approval of courses, credit and noncredit, by the Curriculum Committee.[3] It defines the curriculum for which instructors are responsible and guides them in the development of their specific syllabi. In certain cases, the course outline of record is examined by faculty from four-year institutions in making decisions regarding transfer and articulation and by state licensing boards in making decisions regarding program accreditation.

Responsibility for maintaining course outlines of record, and overseeing updates, rests with the Office of Instructional Services. Current course outlines of record for all Palo Verde College courses are posted on the College website, on the Curriculum Committee page. Course outlines of record are required to be reviewed for content and updated by faculty and approved by the Curriculum Committee at least once every five years; the review is coordinated by the Office of Instructional Services (see Content Review section, below).

The following describes the minimum requirements of the course outline of record from the Education Code:

"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, coreequisites 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,

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[3] Appendix C, Course Outline of Record, blank template, p. 23

instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students."[4]

The Academic Senate and Curriculum Committee have established additional requirements for the course outline of record at Palo Verde College to meet the requirements of accreditation and articulation. These requirements include but are not limited to the identification of student learning outcomes, examples of textbook and other materials, laboratory activities for lab courses and distance education information.

The course outline of record template is made a part of this Curriculum Guide and is attached as Appendix C. It may also be retrieved on the College website, on the Curriculum Committee page.

Key Components of the Course Outline of Record

Course Information (Items 1 through 5)

This section asks basic information about the course being proposed, updated or revised. Course initiators (regardless whether the course is new, updated or revised) should seek assistance from the Office of Instructional Services on questions with which they are unfamiliar.

Catalog Description

This section asks for a descriptive paragraph of the course, usually not exceeding six lines, which explains the general scope of the course. The description may also indicate whether the course is part of an existing degree or certificate program. The description appearing on the course outline of record, once approved by the Curriculum Committee, becomes the official description appearing in the College Catalog.

For assistance in computing semester units and contact hours, see the report, "Semester Units and Contact Hours."[5]

Also, the Office of Instructional Services is available to assist course initiators in computing unit values and contact hours.

Face to Face (Hours Per Week: Lecture, Lab, Clinic/Field)

Indicate the number of contact hours per week for lecture, lab and clinic/field.[6]

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[4] Appendix D, California Education Code 55002 (a)(3), p. 33
[5] Appendix E, p. 62
[6] Appendix E, p. 62

<u>Distance Education (Hours Per Week: Lecture, Lab, Clinic/Field)</u>

Methods of contact between faculty and students may include, but are not limited to: face-to-face meetings and consultation, field trips, library workshops, orientation and review sessions, email, regular mail, faxes, telephone, and other forms of contact the purpose of which is to enable the faculty member to provide students with written or spoken commentary regarding students' work and course progress.

<u>Pre-requisites/Co-requisites/Advisories of Recommended Preparation</u>

Pre-requisites, co-requisites or advisories of recommended preparation must be explained in writing using the guide, "Justification for Pre-Requisites, Co-Requisites, Advisories on Recommended Preparation and Limits on Enrollment."[7] The explanation will be evaluated by the Curriculum Committee for consistency with provisions of the California Education Code, Section 55003 and with policies established by the Palo Verde College Academic Senate and Board of Trustees.

Note: The College makes provision for students who seek to challenge pre-requisites and co-requisites[8] under specific conditions consistent with provisions of the California Education Code.[9] See also the section on Content Review, below.

The Education Code makes provision for other kinds of limits on enrollment under certain conditions. Such limits on enrollment for specific courses must be reviewed and approved by the Curriculum Committee.[10] These provisions include: performance courses; honors courses; and blocks of courses or sections.

<u>Objectives and Student Learning Outcomes</u>

List measurable skills, knowledge and concepts the student is expected to master as a result of taking the course.

<u>Course Outline and Scope</u>

1. <u>Topic outline</u>. The outline of topics or content is a listing of the topics or subject areas within the discipline that the course is supposed to cover.

2. <u>Activities for lab or clinic</u>. For lab courses or courses with clinic or field hours, list activities or topics covered in the lab or clinic.

3. <u>Reading assignments</u>. Self-explanatory

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[7] Appendix F, p. 63
[8] Appendix G, Palo Verde College Co/Pre-Requisite Challenge Form, p. 64
[9] Appendix D, California Education Code Section 55003 (m), p. 41
[10] Appendix D, California Education Code Section 58106, p. 60

4. <u>Writing assignments</u>. Self-explanatory

5. <u>Assignments outside of class</u>. This refers to assignments students are expected to prepare outside of class time; these would include essay and report writing, reading, and other assignments.[11]

6. <u>Assignments demonstrating critical thinking.</u> These types of assignments ask students to develop skills in evaluation, judgment, argument, debate, defending a point of view and related processes of thinking.

7. <u>Other assignments</u>. Self-explanatory

8. <u>Assignments uniquely distance education.</u> Self-explanatory

<u>Method of Evaluation—Face to Face</u>

Describes how instructors are to evaluate student progress and learning in face-to-face sections.

<u>Method of Evaluation—Distance Education</u>

Describes how instructors are to evaluate student progress and learning in distance education sections.

<u>Method of Instruction—Face to Face</u>

This item describes teaching methods appropriate to the particular face-to-face section.

<u>Method of Instruction—Distance Education</u>

This item describes distance education teaching methods appropriate to the particular course.

<u>Representative Textbooks and Other Reading and Study Materials</u>

This section includes the titles, authors and publication dates of all textbooks and supplementary materials that may be used in the course. Even though the instructional materials are *representative* and may not necessarily be the actual materials used by the instructor, the specificity is important because it establishes a standard for the division faculty members and Curriculum Committee on which to evaluate the academic rigor and currency of the course. Representative textbooks and other materials listed in the course outline of record are also examined by four-year institutions as

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[11] Appendix D, California Education Code Sections 55002, p. 32, and 55002.5, p. 37

part of the evaluation for transferability and articulation. In these cases, textbooks are expected to be current, that is, possessing a publication date not exceeding five years prior to the date of approval of the course.

The Course Outline of Record vs. the Course Syllabus

The course outline of record is a general framework for every course, credit and noncredit taught at the College. It prescribes the objectives and the scope of the course and provides examples of course materials and texts, assignments and evaluations for each course. A syllabus, on the other hand, is a specific application that presents each individual instructor's detailed plan for a course section. It normally contains the specific assignments from the selected course material and texts, the sequence and time frame for given topics, the teaching methods, and the evaluation methods and standards each instructor employs. These specifics must be consistent with the general types prescribed in the course outline of record.

The Academic Senate has prescribed, through resolution, that course syllabi shall include, at a minimum, the following course information: faculty contact information; course description consistent with the description in the corresponding course outline of record; student learning outcomes consistent with learning outcomes in the corresponding course outline of record; instructor's grading methodology and, as appropriate, grading rubric; titles of textbooks or other learning materials students are required to have for the course; and listing of key assignments and projected due dates.[12]

A course outline should be specific enough to guide instructors in the development of their courses as well as to guide those who evaluate and assess these courses. It should be general enough, however, to permit instructor's freedom to create variations regarding content, methods, and course materials and texts, which reflect their own teaching styles and subject expertise as well as meet special student needs.

At the beginning of each semester, faculty members, full-time and part-time, are required to provide to the Office of Instructional Services a syllabus for each course they are teaching during that semester.

Distance Education Courses

Courses offered in a distance education mode of instruction must be so identified in the course outline of record. When a course is offered in both face-to-face and distance education modes of instruction, the course outline of record must be reviewed and approved by the Curriculum Committee separately for each mode.[13] The course outline of record shall describe the regular, effective contact between instructor and students.[14]

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[12] Appendix A, Academic Senate Resolution, "Including Critical Information in Course Syllabi," p. 16
[13] Appendix D, California Education Code Section 55206, p. 59
[14] Appendix D, California Education Code Section 55204, p. 58

Content Review

At least every five years each credit and non-credit course outline of record must be examined by appropriate faculty and division and be re-approved by the Curriculum Committee in a process called content review. While content review is defined in the Education Code as a rigorous evaluation of the course in terms of its pre-requisites, co-requisites and advisories of recommended preparation, the review enables faculty to examine *all* course components, including number of units, catalog description, course content, representative textbooks and others. Content review is conducted at least every five years by the appropriate faculty and division; however, content review may be may conducted more frequently if the appropriate faculty and division believe it is needed. Content review may be conducted as part of program review. The Office of Instructional Services monitors all of the College's credit and noncredit courses, and notifies faculty and divisions when content review is due.

Certificates and Associate Degrees

As part of on ongoing process of keeping Palo Verde College curricula current and academically rigorous, faculty will from time to time revise or propose new certificates and associate degrees. A step-by-step process for certificate and degree proposals appears earlier in this Guide. When embarking on the development of new programs, it is essential that faculty 1) discuss the matter thoroughly with other faculty in the divisions and in the Academic Senate, and with the Office of Instructional Services; and 2) acquire thorough understanding Education Code provisions governing revised and new certificates and degrees. The following Education Code sections provide such grounding:

55061	Philosophy and Criteria for Associate Degree and General Education
55062	Types of Courses Appropriate to the Associate Degree
55063	Minimum Requirements for the Associate Degree
55070	Credit Certificates
55130	Approval of Credit Programs

Program Review

Program review is a process in which instructional and non-instruction programs and operations is reviewed and evaluated in accordance with criteria set forth in Palo Verde College's *Program Review Guide*. While the writing of the program review report is primarily a self-evaluation, the written report is examined and considered for acceptance by the College's Program Review Committee, College Council/Strategic Planning Committee, Budget Committee when necessary, and the Board of Trustees.