



SAN DIEGO COMMUNITY COLLEGE DISTRICT

Administrative Procedure

Chapter 4 – Instructional Services

5300.2 - COURSES OF INSTRUCTION AND EDUCATIONAL PROGRAM APPROVAL

1.0 PURPOSE AND DESCRIPTION

Faculty (contract or adjunct), students, administrators, college and District councils and committees, members of the Board of Trustees, and members of the community may originate curriculum proposals. San Diego Community College District (SDCCD) programs and courses are subject to the curriculum approval process. (Title 5: Sections 55201, 55002) The purpose of the approval process is to ensure the following:

- 1.1 Curriculum shall be reviewed and approved in a timely fashion. Credit curriculum changes shall meet established timelines in order to ensure inclusion in the catalog and class schedule. (Refer to Instructional Services Curriculum Calendar for catalog and class schedule timelines; non-credit curriculum may be submitted throughout the year.)

Concurrence by the colleges is required for all courses and programs except for Certificates of Completion (Section 10.0), Distance Education courses (Section 9.0), Experimental/Special Topics courses (Section 8.0), revisions of courses in non-aligned programs, and deactivation or activation of a course that is offered at another college. However, a course will be activated without concurrence only if that course has been updated within the last six years and no other action has been proposed.

Academic courses and programs shall be updated and reviewed every six years (*1996 Handbook of Accreditation and Policy Manual*, Standard Four, D.6; *Curriculum Standards Handbook*, 4.7.2, b3, 1995; State Academic Senate, *The Curriculum Committee: Role, Structure, Duties, and Standards of Good Practice*, Section V, Program Review, 1996); vocational programs, every two years (Ed. Code 78016). Course outlines must meet the recommended guidelines in the *Curriculum Standards Handbook for the California Community Colleges*, March 1995, Section 4: “the Outlines of Record for courses that are to count towards the associate degree must integrate subject-specific critical thinking and problem-solving skills into every component of the course, wherever appropriate.”

- 1.2 Course alignment shall be maintained across the District in order to accommodate student mobility between and among the colleges.
- 1.3 Program alignment across the District shall permit flexibility to provide for the individual needs of the different colleges' student populations. A procedure shall be in place to ensure that students who transfer from one college's Arts and Sciences or Career Technical Program to another can petition to have credits accepted.
- 1.4 The SDCCD Associate degree and Certificate of Achievement require a minimum of 12 semester units in residence in the district. In addition a minimum of 6 units of the required courses for the major must be completed at City, Mesa or Miramar College.
- 1.5 District educational programs shall comply with national and state statutes, regulations, District policy, local approval and/or accrediting agencies, good practice, and the philosophy, mission, and goals of the District's Master Educational Plan.
- 1.6 Credits from other accredited institutions may be accepted for transfer credit after evaluation by District and college evaluators.
- 1.7 Transferability of credits shall be defined; programs/courses shall be appropriate for college/Continuing Education; and reporting and record keeping requirements of national, state and local approval and accrediting agencies shall be met. (Title 5: Sections 55001, 55005)
 - 1.7.1 Arts and Sciences transfer degree programs shall be restricted to those courses that prepare students for university majors.
 - 1.7.2 Arts and Sciences transfer degree programs should require between 18-21 units of coursework with the exception of high unit transfer majors, such as physics, engineering, music, and chemistry.
 - 1.7.3 General Education courses will contribute to the broad education of career technical and transfer students in the major areas of knowledge--quantitative reasoning; arts and humanities; the physical, natural, social, and behavioral sciences. The courses will introduce the student not only to content and methodology but also to historical and aesthetic contexts and implications. These courses will develop a life-long learning capability and the skills for a productive life such as oral and written communication, scientific and quantitative analysis, critical and logical thinking, information competency, computer literacy, interpersonal abilities, creative approaches to problem solving, and various ways to acquire knowledge. General Education courses will also instill the value of ethics, civility, cultural diversity, and the responsibilities of local, national, and global citizenship. General Education Requirements Title 5: Section 55806.

(1) Students receiving an Associate Degree shall complete a minimum of 18 semester or 27 quarter units of general education, including a minimum of three semester or four quarter units in each of the areas (A1), (A2), (B),(C) and (D). The remainder of the unit requirement is also to be selected from among these four divisions of learning or as determined by local option:

A. Courses in language and rationality include the principles and applications of language for logical thought, clear and precise expression, and critical evaluation of communication in whatever symbol system the student uses.

1. Courses fulfilling the written composition requirement will include both expository and argumentative writing and include reading and composition, and business communications.

2. Courses fulfilling the communication and analytical thinking requirement include oral communication, mathematics, logic, statistics, computer languages and programming, information competency and related disciplines.

B. Courses in the natural sciences are those that examine the physical universe, its life forms, and its natural phenomena. To satisfy the General Education Requirement in natural sciences, a course will be designed to help the student develop an appreciation and understanding of the scientific method, and encourage an understanding of the relationships between science and other human activities. This category would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics and other scientific disciplines.

C. Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the General Education Requirement in the humanities, a course will be designed to help the student develop an awareness of the ways in which people throughout the ages and in different cultures have interacted with one another. These courses will help students improve their aesthetic sensitivities and understanding of ethical behavior as it applies to the human condition and will promote the ability to make value judgments when appropriate. Such courses could include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.

D. Courses in the social and behavioral sciences are those which focus on people as members of a culturally diverse society. To satisfy the General Education Requirement in social and behavioral sciences, a course will be designed to develop an awareness of the method of inquiry used by the social and

behavioral sciences. It will be designed to stimulate critical thinking about the ways in which people become effective citizens who are willing to assume civic, political, social, and environmental responsibility. This category would include introductory or integrative survey courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology and related disciplines.

(2) While a course might satisfy more than one general education requirement, it may not be counted more than once for these purposes. A course may be used to satisfy both a general education requirement and a major requirement. Whether it may be counted again for a different degree requirement is a matter for each college to determine. Students may use the same course to meet a general education requirement for the Associate Degree and to partially satisfy a general education requirement at the California State University, if such course is eligible under the provisions of Section 40405 of this title.

(3) Ethnic Studies will be offered in at least one of the required areas.

1.7.4 Faculty and administration shall actively work together, each in their defined roles to facilitate the District curriculum approval process. (Title 5: Sections 53200[a], 53492[a], 53402[b],[c]) Students shall be provided an opportunity to participate in the formulation and development of District and college instructional policy. (Title 5: Section 51023.7) Input from community groups and Industry Advisory Committees shall be solicited. (Title 5: Section 55601)

1.8 Educational administrators shall have the responsibility for facilitating the formulation of policy regarding the instructional programs of the college and/or District and have the direct responsibility for supervising the implementation of policy. (Title 5: Section 53402[b])

1.9 The participation and recommendations of faculty, as representatives of the Academic Senate, shall be considered primary throughout the curriculum approval process. (Ed Code, Section 70901 [a] and District Policy 0003 Section 1. 1. I [c])

1.10 The college/Continuing Education and District curriculum committees shall be established by the mutual agreement of the administration and the Academic Senates in accordance with Title 5, Sec 53203 (f); 55002(a). The Academic Senates shall select the faculty who will participate on these committees and these selected faculty will represent the Academic Senates. (Title 5, Section 53200[b])

1.11 The college/Continuing Education curriculum committees shall be recognized as the highest-level decision making bodies that yield curriculum recommendations through administrative procedures to the District Board of Trustees. The authority of these committees in curriculum matters is derived

from Title 5 Sections 55002; 55201(d); 55805.5(a); 56028 and these committees shall rely primarily on the advice of discipline experts regarding course and program content decisions.

2.0 COLLEGE CURRICULUM COMMITTEE RESPONSIBILITIES

The responsibilities of the college curriculum committees include:

- 2.1 Review and approval of all courses and programs, review and approval of all curriculum proposals and catalog descriptions for new and revised courses and programs, including course activations and deactivations, for compliance with state and federal regulations and District policy to ensure the following:
 - 2.1.1 Degree credit courses shall meet the standards for approval as defined in Title 5 (grading policy, units, intensity, prerequisites and corequisites, basic skills requirements, difficulty, and level). (Title 5: Section 55002 [a])
 - 2.1.2 Non-degree credit and noncredit courses shall meet the standards for approval as defined in Title 5 (grading policy, units, intensity, prerequisites and corequisites). (Title 5: Section 55002 [b])
 - 2.1.3 Courses and programs shall comply with the criteria as defined in the California Community Colleges Curriculum Standards Handbook (appropriateness to mission, need, quality, feasibility, and compliance).
 - 2.1.4 Curriculum shall meet District policy regarding criteria for the Associate Degree, General Education, and courses that are appropriate to Associate Degree. Curriculum shall adhere to the minimum requirements for the Associate Degree as set forth in state regulations and guidelines. (Title 5: Sections 55805, 55805.5, 55806)
 - 2.1.5 Courses and/or sections delivered by Distance Education shall conform to state regulations and guidelines. (Title 5: Sections 55352-55380)
 - 2.1.6 Special classes for the disabled shall conform to the state regulations and guidelines. (Title 5: Section 56028)
 - 2.1.7 Courses that are not offered as part of an approved academic program shall be reviewed and approved.
 - 2.1.8 Credit courses shall fulfill the requirements for submission as general education courses to Intersegmental General Education Transfer Curriculum (IGETC), California State University (CSU), University of California (UC) or meet the transfer standards for electives and major requirements to campuses of CSU, UC, and/or other postsecondary colleges and universities.

2.1.9 Credit courses that fulfill District General Education, multicultural, American Institutions, and or health/and physical education requirements shall be reviewed and approved.

2.1.10 New programs and program modifications shall be reviewed, including activations deactivations, and substantial changes to approved programs.

Further college curriculum committee responsibilities are to:

2.2 Review credit courses offered throughout the District to determine if there is duplication in content in order to comply with state regulations on course repetition. (Title 5: Section 58161 [c])

2.3 Review, for informational purposes only, new program and program modifications offered at other colleges.

2.4 Recommend policy/procedures regarding academic and professional matters.

2.5 Provide in-service training for college faculty on the curriculum development and approval process.

2.6 Provide a method for the emergency review of curriculum between the end of Spring semester and Fall semester.

2.7 Ensure that curriculum committee membership, as determined by the college, is in compliance with Title 5 guidelines and includes an articulation officer, a counseling representative and a balanced representation between arts and sciences and occupational and technical faculties. Campus evaluators and a special classes representative (Disabled Student Programs & Services-DSPS) should be available to serve as a resource as needed.

3.0 CONTINUING EDUCATION CURRICULUM COMMITTEE RESPONSIBILITIES

The responsibilities of the Continuing Education curriculum committee are to:

3.1 Review for compliance with state and District policy and approve all new non-credit and community service courses, course changes, course activations and deactivations.

3.2 Review for the purpose of determining possible course duplications all proposals for new non-credit courses.

3.3 Make recommendations regarding District policy and procedures governing curriculum.

- 3.4 Provide in-service training for non-credit faculty on the curriculum approval process.
- 3.5 Ensure that the curriculum committee membership, determined by Continuing Education, includes the Dean of Instruction and a balanced representation between the state-mandated areas.

4.0 DISTRICT CURRICULUM INSTRUCTIONAL COUNCIL (CIC)

Membership of the Curriculum Instructional Council shall consist of the following representatives: Assistant Chancellor, Instructional Services (Council Chair, non-voting except in event of a tie vote); college Vice Presidents, Instruction; Continuing Education Dean of Instruction; two faculty representatives from each college and Continuing Education that shall be made after consultation with the Chief Executive Office (or designee) by the Academic Senates, and an ex-officio representative from Student Services Council. (Title 5: Section 55002[a][1])

In the event that an appointed member cannot attend a scheduled meeting, the member may designate a representative. The member shall notify the Chair of the designated representative in advance of the scheduled meeting. Either a member or designated representative in attendance may vote on curriculum and other issues.

A quorum for the purpose of voting shall consist of fifty per cent of the entire membership plus one and must include at a minimum one Vice President of Instruction and one faculty member from each college.

Members and designees are expected to review curriculum proposals prior to the meeting and be prepared for discussion and action.

The responsibilities of Curriculum Instructional Council are to:

- 4.1 Review State regulations and make recommendations regarding District policy and procedures related to curriculum, degree and certificate requirements, educational program development, and catalog development.
- 4.2 Review curriculum that has been approved by college/Continuing Education curriculum committees for compliance with applicable State regulations and District policies.
- 4.3 Review and take appropriate action on issues of disagreement regarding curriculum that cannot be resolved at the college/Continuing Education.
- 4.4 Review and take appropriate action on aligned curriculum (offered at two or more colleges).
- 4.5 Work with the District Student Services Council on issues of mutual concern, such as assessment, prerequisites and corequisites, etc.

- 4.5 Refer issues that cannot be resolved by Curriculum Instructional Council to the Chancellor's Cabinet with a request for appropriate action.
- 4.7 Identify staff development needs and make recommendations for the coordination and implementation of Districtwide curriculum activities.
- 4.8 Provide input in the development of the District Education Master Plan.

5.0 DISTRICT INSTRUCTIONAL SERVICES OFFICE

The responsibilities of the District Instructional Services Office include:

- 5.1 Act as liaison with State Chancellor's Office and coordinate with the college Vice Presidents, Instruction; the Dean of Instruction, Continuing Education; and the Curriculum Instructional Council for the distribution of information on state laws and regulations that affect instruction.
- 5.2 Act as liaison between the colleges/Continuing Education and Research and Planning to provide data relating to curriculum, and act as a liaison with Information Systems to provide computing resources for Curriculum Instructional Council and the colleges.
- 5.3 Act as liaison with the Assistant Chancellor of Student Services and coordinate and facilitate communication between Curriculum Instructional Council and Student Services Council.
- 5.4 Provide for the development and distribution of Curriculum Instructional Council agenda and minutes.
- 5.5 Review for completeness and process curriculum proposals approved by college/Continuing Education curriculum committees through the Curriculum Instructional Council.
- 5.6 Assist in the identification of programs affected by proposed curriculum changes.
- 5.7 Ensure that state approval is requested, when necessary, in collaboration with the Vice President, Instruction, of the originating college.
- 5.8 Provide for the inclusion of course additions and changes to the master course inventory, and maintain a list of courses that satisfy the District General Education, multicultural, CSU GEB, and IGETC requirements.
- 5.9 Prepare and submit recommendations of Curriculum Instructional Council to the Board of Trustees for adoption.
- 5.10 Coordinate submission of the Educational Master Plan and Inventory of Programs to the State Chancellor's Office.

- 5.11 Coordinate the development and distribution of staff development training and materials for curriculum matters in the District, and provide staff support for special Districtwide curriculum projects.
- 5.12 Coordinate the development and production of college class schedules and college catalogs.

6.0 CONTINUING EDUCATION INSTRUCTIONAL SERVICES OFFICE

The responsibilities of the Continuing Education Instructional Services Office include:

- 6.1 Provide to the curriculum committee up-to-date information on state laws and regulations affecting instruction.
- 6.2 Provide the necessary staff support for the Continuing Education Curriculum Committee (agendas, timely minutes, support documents, special projects and dissemination of information on policy decisions).
- 6.3 Coordinate staff development (training materials, orientations, etc.) in curriculum matters throughout Continuing Education.
- 6.4 Coordinate flow of non-credit course approval and change documents throughout Continuing Education.
- 6.5 Check non-credit course and program change and approval forms for technical accuracy.
- 6.6 Forward new course and course and catalog change forms, course outlines and curriculum minutes to the District Instructional Services Office for District Curriculum Instructional Council review.
- 6.7 Prepare and submit non-credit course approval forms to the State Chancellor's Office for approval.
- 6.8 Input course additions and changes to maintain computer records of the non-credit course inventory.

7.0 APPROVAL PROCESS FOR ALL COURSE AND PROGRAM PROPOSALS AND/OR MODIFICATIONS

- 7.1 Concurrence by the colleges is required for all courses and programs except for new courses offered by a single college in a non-aligned discipline, Certificates of Completion (Section 10.0), Distance Education courses (Section 9.0), Experimental/Special Topics courses (Section 8.0), revisions of courses in non-aligned programs and deactivation or activation of a course that is offered at another college.

Academic courses and programs shall be updated and reviewed every six years (*1996 Handbook of Accreditation and Policy Manual*, Standard Four,

D.6; *Curriculum Standards Handbook*, 4.7.2, b3, 1995; State Academic Senate, *The Curriculum Committee: Role, Structure, Duties, and Standards of Good Practice*, Section V, Program Review, 1996); vocational programs, every two years (Ed. Code 78016). Course outlines must meet the recommended guidelines in the Curriculum Standards Handbook for the California Community Colleges, March 1995, Section 4: “the Outlines of Record for courses that are to count towards the associate degree must integrate subject-specific critical thinking and problem-solving skills into every component of the course, wherever appropriate.”

- 7.1.1 The originator shall complete the applicable sections of the Course Proposal and/or Program Proposal form (including Experimental Special Topics course proposal and Certificate of Completion proposal). Include attachments as appropriate: Content Review/Scrutiny, and/or Distance Education, and/or requests for general education approval
- 7.1.2 The originator shall forward the proposal to the college articulation officer and librarian/multi-media specialist for review and/or comment.
 - 7.1.2.1 The college articulation officer shall review for general education, textbook citation, articulation and transfer potential; sign the signature page and comment to the originator within ten working days. This review is not required for Distance Education, Experimental Special Topics courses, or Certificates of Completion.
 - 7.1.2.2 The college librarian/multi-media specialist shall review for availability of material and equipment; sign the signature page and comment to the originator within ten working days. This review is not required for Distance Education or Certificates of Completion.
- 7.1.3 For aligned curriculum, the Originator may request that the Assigned Discipline Dean convene a meeting of discipline faculty to coordinate curriculum proposals and address and resolve issues and concerns.
- 7.2 The originator shall sign the signature page and forward the proposal to the department chair.
- 7.3 The department chair within ten working days shall:
 - 7.3.1 Review the proposal with appropriate discipline faculty for comment.
 - 7.3.1.1 Emergency procedures for course and program approval may be used for situations requiring action during official recesses. Only proposals that must be acted upon to avoid loss of accreditation from an outside agency, loss of course articulation or proposals that facilitate work force training may be considered (See 2.6).

- 7.3.1.2 In such situations, the proposal may proceed provided that:
 - 7.3.1.2.1 Campus Emergency Approval of Curriculum Procedures are followed.
 - 7.3.1.2.2 The Vice President of Instruction meet with appropriate faculty before forwarding the proposal to CIC.
 - 7.3.1.2.3 The proposal be placed on the first CIC meeting agenda for review following the recess.
- 7.3.2 Review the proposal for accuracy and completeness.
- 7.3.3 Sign the signature page and indicate action taken.
- 7.4 Aligned curriculum. The department chair of the originating college:
 - 7.4.1 Shall forward the proposal to the department chair(s) at other college(s) that offer the program and/or course discipline.
 - 7.4.1.1 The department chair at the other college shall:
 - 7.4.1.1.1 review for comment with discipline faculty at his/her college and sign the signature page;
 - 7.4.1.1.2 forward the proposal with signatures and comments to the originating department chair.
 - 7.4.2 The department chair of the originating college shall forward all of the comments to the originator for review or revision.
 - 7.4.2.1 The originator shall forward proposal to the department chair at his/her college.
 - 7.4.3 The department chair of originating college shall forward the proposal to the school dean.
- 7.5 The school dean within ten working days shall:
 - 7.5.1 Review for compliance, course and/or program alignment, duplication of content, feasibility, scheduling, and impact on other disciplines and/or programs.
 - 7.5.2 Review occupational curriculum in collaboration with Economic and Workforce Manager, where appropriate, with the Industry Advisory Committee (not required for Distance Education or Certificates of Completion).
 - 7.5.3 Forward the proposal to the school dean at the other college(s) for review and comment.

- 7.5.3.1 The school dean at the other college within ten working days shall review for compliance, course/program alignment, duplication of content, feasibility, scheduling, and impact on other disciplines and/or programs and comment and forward the proposal, with signature and comments, to the originating college school dean.
- 7.5.4 Sign the signature page and indicate action taken.
- 7.5.5 Forward with comments to the Vice President, Instruction.
- 7.6 The Vice President, Instruction, within ten working days shall:
 - 7.6.1 Review for resources, feasibility, scheduling, and impact on other disciplines.
 - 7.6.2 Sign the signature page and indicate action taken.
 - 7.6.3 Return to originator if not approved.
 - 7.6.4 Place on curriculum committee agenda if approved.
 - 7.6.5 Meet with appropriate faculty before forwarding a proposal to CIC when following the emergency approval process during official recesses.
- 7.7 The curriculum committee shall review and take action within fifteen working days.
- 7.8 Following curriculum committee action, the curriculum committee Chair shall:
 - 7.8.1 Sign the signature page and indicate action taken.
 - 7.8.2 Return the proposal to the originator with comments if not approved.
 - 7.8.3 Forward the proposal to the Vice Presidents of Instruction at the other colleges.
 - 7.8.3.1 The Vice President at the other college within ten working days shall
 - 7.8.3.1.1 review and comment,
 - 7.8.3.1.2 bring the proposal to the curriculum committee.
 - 7.8.3.2 The curriculum committee shall review and comment or take action as appropriate.
 - 7.8.3.3 The chair shall sign the signature page and return proposal to originating curriculum committee with comments or recommendations.

7.8.4 The originating curriculum committee shall review the comments and recommendations and take action.

7.8.4.1 The chair shall take one of the following actions:

7.8.4.1.1 Sign the signature page and forward the proposal to Instructional Services for Curriculum Instructional Council review and action if approved.

7.8.4.1.2 Meet with the originator to make minor revisions as recommended by other colleges before signing the signature page and forwarding the proposal to Instructional Services for CIC review and action.

7.8.4.1.3 Return the proposal to the originator if not approved or requiring major revisions.

7.8.4.1.3.1 Upon completion of the revisions, the chair shall sign the signature page and forward the proposal to each curriculum committee for review.

7.8.5 The originating college/CET Vice President and President shall develop a process for their review of curriculum. Approved proposals shall be forwarded to Instructional Services for CIC review and action.

7.9 The Curriculum Instructional Council (CIC) shall review the proposal and take action.

7.9.1 The Vice President, Instruction, shall inform the originator of CIC action taken.

7.9.2 Where appropriate, District Instructional Services shall prepare a docket item for adoption by the Board of Trustees. Actions that require Board of Trustee adoption are as follows:

7.9.2.1 new courses added to the master course inventory,

7.9.2.2 reactivated courses (course in the inventory, but not offered at any college),

7.9.2.3 new programs or program options,

7.9.1.1 additions to or deletions from the required courses of any program option,

7.9.1.2 courses deactivated from the master course inventory (courses that will no longer be offered at any District college),

7.9.1.3 program or program options deactivated at any college even if the option or program is currently offered at another college.

7.10 District Instructional Services shall forward a copy of the docket to the Vice Presidents, Instruction. The Vice President of the originating college shall notify the originator of the Board's action.

7.10.1 Where appropriate, District Instructional Services shall assist the Vice President in completing the application for State Chancellor's Office approval. Actions that require approval from the State Chancellor's Office are as follows:

7.10.1.1 new educational programs or options including new Certificates of Achievement requiring 18 or more units "except for new transfer programs that are the subject of an articulation agreement that specifies that all courses required will be counted by a four year college towards the fulfillment of either its own general education or the major requirements in a specified discipline" (Curriculum Standards Handbook, 5.2);

7.10.1.2 new courses not part of an academic program (course not required for the major in an educational program) except if the college has obtained delegated authority to separately approve such courses;

7.10.1.3 educational programs modified in a substantial way so that the goals and objectives are substantially different from those for which the program was originally approved. (see Chancellor's Office Curriculum Standards Handbook)

7.11 District Instructional Services shall place the curriculum into the master course inventory and/or college catalog.

8.0 EXPERIMENTAL COURSES

8.1 Experimental courses are those that meet an immediate specialized need or focused academic inquiry, where experimentation with teaching and learning strategies during initial development are necessary to ensure student achievement of learning outcomes. Experimental courses are also courses where one or more of the five criteria for approval such as feasibility or need cannot be determined until the course is offered on a trial basis. Experimental courses should generally be submitted for approval as a regular course, or discontinued, within two years. An example is a new Spanish Life and Culture course or a course for which full information on some approval criterion, such as feasibility or need, cannot be determined until the course is offered on a trial basis.

8.2 Experimental courses shall:

- 8.2.1 be numbered 018 (DSPS non-associate degree credit), 023 (non-associate degree credit), 063 (associate degree credit only), 265 (associate degree and transfer credit), 345 (apprenticeship and in-service courses) with each number assigned letters from A to Z corresponding to different courses,
- 8.2.2 meet the mission of the community college,
- 8.2.3 meet an immediate academic or occupational demand,
- 8.2.4 contribute to the goals and objectives of an existing program or a certificate or degree program to be developed,
- 8.2.5 have resources (equipment, supplies, personnel, facilities) committed to the course,
- 8.2.6 have course content that is not similar to another district course,
- 8.2.7 have complete content review/scrutiny if a prerequisite, co-requisites, or advisory on recommended preparation is requested,
- 8.2.8 appear in the class schedule of courses but not in the catalog.
- 8.2.9 be approved by the originating college curriculum committee,
- 8.2.10 be approved by the Curriculum and Instructional Council,
- 8.2.11 be submitted to the Board of Trustees for adoption if approved,
- 8.2.12 be scheduled only within the two year period following approval,
- 8.2.13 be scheduled not more than twice except if in the process of being approved as a permanent course, the Vice President may approve a third scheduling.

9.0 SPECIAL TOPICS COURSES

- 9.1 Special topics courses employ a consistent disciplinary framework as described by a complete course outline of record, but utilize a specific focus area that may change from term to term. The goals and structure of the course remain consistent: critical analysis, a certain amount of reading and/or writing. The framework course includes the content rigor and intent and shall meet the approval criteria, standards and process as a new course in accordance with section 7 of this procedure. One example is a vocational Spanish course for which the objectives, assignments, and methods of instruction and evaluation are specified and consistently used, but the focus shifts each semester, i.e., from Spanish for nurses, to Spanish for automotive technicians, to Spanish for construction workers. The reading list would change as well but be sufficient to support the content.

If a particular focus area is offered regularly, it should be approved as a separate course.

9.2 Special topics framework courses shall:

9.2.1 be numbered from 392 to 399, with each number assigned letters from A to Z corresponding to specific focus areas,

9.2.2 be approved in accordance with section 7 of this procedure,

9.2.3 appear in the catalog only as the approved framework course and not the specific focus area.

9.3 Special topics focus areas shall:

9.3.1 be approved by the Vice President, Instruction,

9.3.2 be approved by the originating college curriculum committee,

9.3.3 be submitted to the Curriculum and Instructional Council as a point of information,

9.3.4 be scheduled as the same special topics "focus area" course not more than twice in any two-year period,

9.3.5 appear in the class schedule of courses as the "focus area" course,

9.3.6 appear on student transcripts as the "focus area" course.

10.0 DISTANCE EDUCATION COURSES

Courses may be offered in which the instructor and student are separated by distance and interact through the assistance of broadcast and other technology delivery systems.

10.1 Courses being offered by Distance Education delivery systems shall:

10.1.1 be reviewed separately through the established curriculum approval process 5300.2. (Title 5, Section 55378),

10.1.2 be reviewed by the college curriculum committee offering the Distance Education course with focus on

10.1.2.1 method of effective regular contact between instructor and student through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities; and

10.1.2.2 achievement of learning outcomes. (Title 5, Sections 55352-55380)

10.1.3 have the same standards of course quality applied to as are applied to traditional classroom courses.

10.1.3.1 Determinations and judgments about the quality of Distance Education under the course quality standards shall be made with the full involvement of faculty in accordance with 53200. (Title 5, Section 55374)

10.1.3.2 Instructors of sections delivered via Distance Education technology shall be selected by the same procedures used to determine all instructional assignments and shall possess the minimum qualifications for the discipline into which the course's subject matter most appropriately falls. (Title 5, Section 55380)

10.2 Have the Distance Education approval form attached to the outline of record.

11.0 CERTIFICATES OF COMPLETION

A "Certificate of Completion" recognizes the attainment of knowledge and/or skill through the successful completion of two or more courses as specified by a department (not to exceed seventeen units). Certificates requiring 18 or more units are "Certificates of Achievement," and must be approved by the State Chancellor's Office.

Certificates of Completion are designed to prepare students for employment, job enhancement and/or job advancement. The completion of a certificate does not imply that a graduation requirement has been met.

11.1 Approval Process

11.1.1 The proposing discipline shall complete the Program Proposal form to include the following:

11.1.1.1 certificate title, TOP Code, discipline;

11.1.1.2 list of courses and units comprising the certificate;

11.1.1.3 rationale for the development of the certificate;

11.1.1.4 relationship to other career ladder certificates and/or programs where appropriate;

11.1.1.5 anticipated date that the certificate will first be offered.

11.1.2 The department chair shall review for format, clarity, accuracy, and completion and shall forward to the school dean within ten working days.

11.1.3 The school dean shall review for feasibility and shall forward to the Vice President, Instruction, within ten working days.

11.1.4 The Vice President, Instruction, shall review and place on college curriculum committee agenda for action within ten working days.

11.1.5 The curriculum committee shall take action.

- 11.1.5.1 The chair shall return the proposal to the originator with comments if not approved.
- 11.1.5.2 The Vice President, Instruction, shall forward the proposal to District Instructional Services to place on the Curriculum Instructional Council (CIC) agenda if approved.
- 11.1.6 Curriculum Instructional Council shall review and take action.
- 11.1.7 The Assistant Chancellor, Instructional Services, shall submit the proposal to the Board of Trustees for adoption if approved.
- 11.1.8 Description of the approved certificate shall be published in the college catalog.
- 11.1.9 Certificates of Completion may include experimental special topics courses. However, such certificates shall not be published in the college catalog until such time as the experimental/special topics course is approved as a permanent course.
- 11.1.10 The application/petition for a "Certificate of Completion" shall differentiate Certificates of Completion from Certificates of Course Completion, Certificates of Achievement and Associate Degrees.
- 11.1.11 The evaluator shall issue Certificates of Completion based upon requirements as published in the catalog.
- 11.1.12 Certificates of Completion shall be awarded following the conclusion of course work. Students must achieve a grade of "C" or better in each of the required courses.
- 11.1.13 All course work for the Certificate of Completion shall be completed at institutions in the San Diego Community College District. No course from other institutions can be applied toward the certificate.
- 11.1.14 Petitions for modifications to course requirements or determination of equivalencies using courses from institutions from within SDCCD will be filed with the Evaluations Office at the respective colleges. Final determination will be made by the appropriate college review committee.
- 11.1.15 Students shall not be required to have transcripts on file from previous institutions for issuance.
- 11.1.16 Students shall not be required to have an official Education Plan on file.
- 11.1.17 Award of a Certificate of Completion will be recorded on the official transcript.
- 11.1.18 The certificate shall be re-issued if lost and record of issuance shall be made on ISIS (Student Comments Screen).
- 11.1.19 Student catalog rights shall apply.
- 11.1.20 Current enrollment or registration is not required for the issuance of a Certificate of Completion.
- 11.1.21 The College Curriculum Review Committee shall approve the format and language for each Certificate of Completion and the title printed in

the catalog shall be printed on the certificate as follows: Certificate of Completion in _____.

- 11.1.22 The discipline, course number and title of courses comprising the certificate shall appear on the back of the certificate.
- 11.1.23 Students shall file an application/petition for a Certificate of Completion in the Evaluations Office upon completion of the required courses.
- 11.1.24 An evaluator shall verify completion of coursework from the official records (course work must be on the student transcript).
- 11.1.25 Evaluations Office shall issue the Certificate of Completion at completion of course work and shall maintain a record of the certificate. (May not follow the degree/certificate cycles of June and August.)

12.0 CONTINUING EDUCATION NEW NON-CREDIT COURSE APPROVAL AND CHANGE PROCESS

- 12.1 Faculty (contract or adjunct), students, administrators, college and District councils and committees, members of the Board of Trustees and members of the community may originate curriculum proposals.
- 12.2 Originator of new course or course change proposal first consults with appropriate faculty, chair, resource instructor and dean, then consults with appropriate advisory committee.
- 12.3 Originator creates a draft of a course outline, using the Continuing Education integrated course outline format; consultation with a member of the Continuing Education Curriculum Committee is advised.
- 12.4 Originator sends course outline to the Continuing Education instructional services office for technical review. The instructional services office prepares the new course approval or course and catalog change form for submission to the curriculum council.
- 12.5 Curriculum council reviews the curriculum and recommends changes or approval.
- 12.6 Once the new course or course change has been approved by the curriculum committee, the Continuing Education Instructional Services office shall forward the new course and catalog change forms and course outlines to the District Curriculum Instructional Council for review, and the originator shall be notified of Curriculum Instructional Council's (CIC) action.
- 12.7 Courses that require Board approval shall be sent to the Chancellor and the Board for approval, and the originator shall be notified of the Board's action.
- 12.8 Courses that require State approval shall be sent to the State Chancellor's Office for approval.

13.0 COMMUNITY COLLEGE TO UNIVERSITY ARTICULATION

Articulation is the process of faculty review leading to the articulation of courses between institutions. It is coordinated and facilitated by the articulation officer on each campus. Articulation is an integral component in the institution's instructional program. Most articulation refers to course articulation. That is the process of developing a formal written agreement between two institutions to accept a specific course (or sequence of courses) successfully completed on a sending campus that is comparable to, or in lieu of, a specific course (or courses) at the receiving campus. Articulation supports the integrity and rigor of the curriculum that facilitates transfer within the K-18 system.

TYPES OF ARTICULATION:

- 1) Transferable (Baccalaureate) Course Lists
- 2) General Education - Breadth Agreement
- 3) Guaranteed Transfer Agreement
- 4) Course-to-Course Agreement
- 5) Major Preparation Agreement

13.1 ARTICULATION PROCESS:

13.1.1 TRANSFERABLE (BACCALAUREATE) COURSE LISTS AND

GENERAL EDUCATION – BREADTH AGREEMENTS AND

AMERICAN INSTITUTIONS REQUIREMENT (*Executive Order 405 Appendix N*)

- 13.1.1.1 Community college faculty recommend courses on their campuses for baccalaureate and/or general education credit (procedure 5300.2).
- 13.1.1.2 Faculty submit course to college Articulation Officer for review/approval (procedure 5300.2).
- 13.1.1.3 The college Curriculum Committee approves/disapproves the baccalaureate and/or general education status of course (procedure 5300.2).
- 13.1.1.4 The District Articulation Officer submits the proposed baccalaureate and/or general education course (in

consultation with the college Articulation Officer) to the appropriate system-wide offices.

13.1.1.5 Maintenance of baccalaureate and/or general education-breadth agreements is a function of the District Instructional Services office, working in collaboration with the college Articulation Officer.

Maintenance activities include the following:

13. 1.1.5.1 Course deactivations

13. 1.1.5.2 Course modifications (units, titles, etc.)

13. 1.1.5.3 Course additions

13.1.1.6 College Articulation Officer distributes (notifies) appropriate college and district faculty and administrators.

13.1.2 GUARANTEED TRANSFER AGREEMENTS

A guaranteed transfer agreement is an agreement between the SDCCD and a receiving four-year institution. Upon successful completion of specific requirements of the agreement, a SDCCD student is guaranteed admission to the receiving institution. In some instances, these agreements also guarantee admission to a major. The agreements that follow are based on current articulation agreements with the receiving institutions:

Transfer Agreement Guarantee (TAG-UC San Diego)

Transfer Agreement Guarantee (TAG-San Diego State University)

Transfer Admission Agreement (TAA-UC Davis)

Cooperative Admissions Program (CAP-UC Berkeley)

13.1.2.1 Four-year institution notifies District Instructional Services office of annual review and request for agreement modification.

13.1.2.2 District Articulation Officer meets with college Articulation Officer to review/revise agreement.

13.1.2.3 College Articulation Officer consults with appropriate faculty (department chair, transfer center director, etc.) for input and revisions.

- 13.1.2.4 College Articulation Officer submits recommended revisions to District Articulation Officer.
- 13.1.2.5 District Articulation Officer notifies four-year institution of any revision.
- 13.1.2.6 District Articulation Officer receives amended agreement from four-year institution and distributes to college Articulation Officer.
- 13.1.2.7 College Articulation Officer distributes to appropriate counseling offices.

13.1.3 COURSE-TO-COURSE AGREEMENTS AND MAJOR PREPARATION AGREEMENTS

- 13.1.3.1 College Articulation Officer submits proposed articulation agreement to four-year institution.
- 13.1.3.2 Four-year institution may request further information (course outlines, syllabus, etc.).
- 13.1.3.3 College Articulation Officer sends supporting documentation to four-year institution.
- 13.1.3.4 Four-year institution Articulation Officer notifies college Articulation Officer of action taken.
- 13.1.3.5 College Articulation Officer distributes agreements & notifies appropriate college and district faculty and administrators.

13.1.4 College Articulation Officer responsibilities for articulation:

- 13.1.4.1 Initiates faculty approved articulation agreements between the community college and four-year institutions.
- 13.1.4.2 Manages, updates, and disseminates current, accurate articulation data.
- 13.1.4.3 Serves as a consultant to faculty and academic units, providing needed materials and information about course articulation proposals and acceptance.
- 13.1.4.4 Serves as a well-informed resource person, consultant, advocate and a liaison as appropriate.

- 13.1.4.5 Serves as a member and a resource to the campus curriculum committee.
- 13.1.4.6 Serves as a moderator and mediator of problems or disagreements between the faculties of the home campus and the articulation institutions.
- 13.1.4.7 Monitors each stage of the articulation process and follows up with departments/faculty.
- 13.1.4.8 Communicates and interprets trends, changes, new requirements that affect transfer preparation.
- 13.1.4.9 Attend and participate in regional and intersegmental programs and meetings.

Essential to this process is the involvement, communication, and cooperation among the respective faculties who mutually develop curriculum and establish requirements and standards for articulated courses.

13.1.5 College faculty responsibilities for articulation:

- 13.1.5.1 Maintain the rigor, integrity and currency of the curriculum by assuring Title V standards and regulations as follows:

Appropriate course prerequisites

Measurable course objectives

Collegiate-level textbooks

Current textbook dates (not older than 5 years)

Evidence of critical thinking

Written assignments that reflect university standards

Outside assignments that reflect rigor of course

Course evaluation that clearly measures course objectives

- 13.1.5.2 Review course content, identification of comparable courses, and authorization of acceptance of specific courses for transferring students.

13.1.5.3 Prior to the initiation of new curriculum, faculty meet with AO to review four-year and Title V standards and regulations. (Refer to Title V, CCR51022b)

13.1.6 Curriculum Committee responsibilities for articulation:

(refer to policy 5300.2 Section 2.0)

13.1.7 District Articulation Officer responsibilities for articulation:

13.1.7.1 Maintain oversight of articulation services provided by the Instructional Services Office, inclusive of, but not limited to the following:

13.1.7.1.1 Support of the work of the District Articulation Council (DAC).

13.1.7.1.2 Maintenance of the ASSIST database.

13.1.7.1.3 Preparation and submission of CSU-GEB, UC-TCA, and IGETC.

13.1.7.1.4 Preparation and submission of UCSD and SDSU articulation.

13.1.7.1.5 Preparation, submission and distribution of UCSD-TAG, UC Davis-TAA, UC Berkley-CAP, and UC Santa Cruz-GATE.

13.1.7.1.6 Distribution of course outlines to support articulation agreements involving all District colleges.

13.1.7.1.7 Maintain archive of articulation agreements for high school to community college and for community college to University.

14.0 HIGH SCHOOL TO COMMUNITY COLLEGE ARTICULATION / CREDIT BY EXAM PROCESS

14.1 ARTICULATION PROCEDURES FOR AGREEMENT DEVELOPMENT:

14.1.1 High school faculty request course for articulation.

- 14.1.1.1 Tech Prep Associate Dean forwards paperwork to requesting faculty.
- 14.1.1.2 Requesting faculty completes paperwork and sends back to Tech Prep office.
- 14.1.2 Evaluation of course equivalency.
 - 14.1.2.1 Tech Prep Associate Dean conducts initial evaluation of course(s) for equivalency.
 - 14.1.2.2 Tech Prep office convenes Articulation Committee (faculty, dean, chair, Tech Prep staff). Discipline-specific college faculty must be included on each articulation committee.
 - 14.1.2.3 Articulation Committee reviews curriculum for equivalency following Title 5 Standards and Regulations (course outlines, objectives, learning outcomes, textbooks, critical thinking, written assignments, outside assignments, course evaluation, and final examination/performance standards). College faculty determine final exam and performance assessments following the Credit-by-Exam process.
- 14.1.3 Tech Prep office develops articulation agreement.
 - 14.1.3.1 Articulation agreement is drafted and sent to appropriate institutions for signatures.
 - 14.1.3.2 Tech Prep office records the articulation agreement and notifies the appropriate faculty/staff at each institution.
 - 14.1.3.3 All articulation agreements are renewed each year. The renewal process requires an articulation committee to conduct a curriculum review following the same guidelines set forth in Section 14.1.2.
- 14.1.4 Tech Prep Associate Dean responsibilities for articulation:
 - 14.1.4.1 Facilitates and manages the articulation agreement development process.
 - 14.1.4.2 Serves as a consultant to faculty and administration, providing needed materials and information about articulation process and guidelines.
 - 14.1.4.3 Manages, updates, and disseminates current and accurate articulation data.

- 14.1.4.4 Serves as a member and resource to the District Articulation Council.
- 14.1.4.5 Serves as a moderator and mediator of problems or disagreements between the high school and community college faculty and administration.
- 14.1.4.6 Monitors each stage of the articulation process providing the necessary follow-up to departments/faculty.
- 14.1.4.7 Communicates and interprets trends, changes, and new requirements that affect high school to college articulation.

14.1.5 High school faculty responsibilities for articulation:

- 14.1.5.1 Maintain the rigor, integrity, and currency of the curriculum.
- 14.1.5.2 Serve as a member of the articulation review committee.
- 14.1.5.3 Communicate any changes or revisions to articulated courses to the Associate Dean of Tech Prep.
- 14.1.5.4 Authorize student success through signature on “Tech Prep Certification Form”.
- 14.1.5.5 Serve as an advocate for post-secondary educational opportunities for all students.

14.1.6 Community college faculty responsibilities for articulation:

- 14.1.6.1 Serve as a member of the articulation committee.
- 14.1.6.2 Evaluate course equivalency based on rigor, outlines, objectives, competencies, learning outcomes, performance standards, and final exam/performance.
- 14.1.6.3 Serve as a well-informed discipline-specific resource person for high school instructors.
- 14.1.6.4 Create a collaborative environment and mindset for articulation.
- 14.1.6.5 Work with high school faculty to develop curriculum that is equivalent to college level coursework.

14.1.6.6 Give final approval for course equivalency.

15.0 MILITARY TO COMMUNITY COLLEGE ARTICULATION: PROCEDURES

15.1 COLLEGE COURSE EQUIVALENCIES REVIEW

15.1.1 COURSE REVIEW PROCEDURES

- College faculty identify courses in military programs that have ACE Guide recommendation for college credit.
- Military course outlines are reviewed for equivalency with SDCCD course outlines.
- The District Articulation Officer reviews the draft Articulation Agreement with College Articulation Officer.
- The College Articulation Officer consults with appropriate discipline faculty, department chair, and dean for input and revisions.
- Each college must approve courses concurrently offered by more than one campus. Issues that cannot be resolved will be referred to an intercollegiate team of faculty/chair representatives and Articulation Officers convened by the Office of the Assistant Chancellor of Instructional Services and Economic Development.

15.1.2 REQUIRED SIGNATURES

- The Department Chair(s) will sign the completed Articulation Agreement and submit it to the appropriate Dean(s) for review, approval and signature.
- The Agreement will be forwarded to the College Articulation Officer for information and signature.
- After the document receives the signatures of the Chair, the Dean, the Articulation Officer, and the Vice President of Instruction, the college will forward the Articulation Agreement to the Office of the Assistant Chancellor of Instructional Services and Economic Development.

15.2 ARTICULATION AGREEMENT DISTRIBUTION

The final Agreement with original signatures will be filed in the Office of the Assistant Chancellor of Instructional Services and Economic Development.

15.2.1 Final Agreements will be distributed to the District Offices of Instructional Services and Economic Development, college Articulation Officers for distribution to Counseling, and the District Office of Student Services for distribution to college Evaluators.

16.0 FORMS AND REFERENCES

California Code of Regulations, Title 5, Sections 51023.7, 53200, 53203, 53402, 53492, 55001 55002, 55005, 55201, 55352-55380, 55601, 55805, 55806, 56028, 58161 California Community Colleges Curriculum Standards Handbook

California Education Code Section 70901

District Instructional Services Calendar

San Diego Community College District Policy 0003, 5300

OFFICE OF PRIMARY RESPONSIBILITY - Instructional Services

Adopted: August 27, 2008

SUPERSEDES

Procedure 5300.2, 02/08/89, 09/01/92, 06/13/97, 06/23/98, 06/16/99, 02/13/01, 9/18/01, 10/24/02, 11/19/02, 3/3/03, 3/2/04, 05/07/2005, 02/06/2006

