

## **SECTION V: Guidelines for Approval Evaluation**

### **PART A. Course Outline**

The outline must contain all the elements specified in Title 5 §§55002. (a), (b), or (c): unit value, contact hours, requisites, catalog description, objectives, and content. The outline must also include types or examples of assignments, instructional methodology, and methods of evaluation. The course outline must be rigorous and effective in integrating the required components of critical thinking, essay writing and problem solving, college-level skills, and vocabulary if such skills are appropriate for the type of course being developed. In addition, the course must comply with any other applicable laws, such as those related to access for students with disabilities. A COR also must address any requirements based on accreditation.

### **PART B. Placing Courses in Disciplines**

AB 1725 replaced the credential system with minimum qualifications for each discipline. (The *Disciplines List* is updated every three years) All the courses taught at a community college fall within one or more of the established disciplines. Only those faculty with minimum qualifications (or credentials, if hired prior to July 1, 1990) can teach courses within a given discipline. Essential to this process is the placing of all new and existing courses into one or more disciplines. In meeting the requirements of AB 1725, each local academic senate has established a process whereby all *existing* courses are placed in disciplines. As *new and substantially revised* courses are brought before the curriculum committee, the originator(s) will propose the discipline listing for the curriculum committee to review and approve.

It may be that a given course is best listed in more than one discipline. This is referred to as **multiple listing**. For example, Business Management 101 might be listed in both the Business and Management disciplines. This would enable instructors with minimum qualifications in either Business or Management to teach the course. Another option is to list Business Management 101 as **interdisciplinary**. This would require the instructor to meet minimum qualifications in Business or Management *plus* upper division or graduate work in the other. (The exact nature of the training in the other discipline would be specified locally.) The decision as to a multiple or interdisciplinary listing of the course should be made on the basis of the course content. If either discipline prepares the instructor to teach the course, multiple listing is appropriate. If the instructor needs the knowledge base of both disciplines, the curriculum committee should list the course as interdisciplinary.

A separate issue is the existence of two courses, Business 101 and Management 101, each of which is taught to an identical course outline of record. This is called **double listing** and is most often done to meet the major preparation needs of students. For example, a student majoring in business might sign up for the course as Business 101, and a management major might be in the same classroom but registered for Management 101. Double listing does not address the question of placement in a discipline. The content of the double listed Business 101/Management 101 course would still need to be examined to see if it could be taught with preparation in either discipline (multiple listing) or if it needs preparation in both (interdisciplinary).

**The Taxonomy of Programs and Services (TOPS)** is a common taxonomy by which the districts and colleges identify programs. This taxonomy is to be used for all program and course reports required by the Chancellor's Office. "Link to Taxonomy of PC Courses"

### **PART C. Prerequisites, Corequisites, and Advisories on Recommended Preparation**

Curriculum committees must approve prerequisites, corequisites, and advisories and must do so by separate action from that used in approving the course. (Title 5 §55200-202)

Title 5, §55201(b) (3), requires that prerequisites be reviewed on a regular six-year cycle.

The California Community Colleges Chancellor's Office states:

Curriculum committees must have documented processes outlining **how content review will be conducted**, including **who is involved**, the **criteria used to determine the correct prerequisite(s)**, **how the prerequisite will be evaluated**, and the **role of the curriculum committee**.

The Curriculum Committee should review the prerequisites and corequisites for each course that it reviews (whether as a *New Course* or as a *Course Revision*). The faculty member (*Originator*) who submits the course to the Committee should demonstrate to the Committee that the prerequisites/corequisites are necessary for the success of students in the course. The originator should complete a Porterville College Content Review for each pre-/corequisite.

Title 5, §55002(a)

***Prerequisites and Corequisites.*** When the college 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 Article 2.5 (commencing with Section 55200) of this Subchapter.

## **PART D. Distance Education Courses and Sections**

Courses and sections delivered by distance education must be separately reviewed and approved by the Curriculum Committee. Curriculum committees must approve prerequisites, corequisites and advisories and must do so by separate action from that used in approving the course. Title 5 regulations for distance education appear in sections 55352 to 55380.

Courses that require face-to-face or hybrid only should still have the following language in the DE Addendum: This course may be taught remotely as a Hybrid or as a completely online course only when an \*emergency is declared and such instruction is approved by the College President, the Academic Senate, and the Curriculum Committee or for individual instructors to modify their modality if they have been directed by the Human Resources not to come to campus .

\*Criteria for "an Emergency" may include mandates called by city, county, state, federal agencies and their affiliates (aka FEMA), and/or KCCD Administration.

## **PART E. Associate Degree Requirements**

Criteria established by the KCCD Board to implement Associate Degree requirements must follow the standards in Title 5 §55002(a) including recommendation by the curriculum committee. In establishing the Associate Degree requirements, districts must adopt a board policy on its philosophy on general education (§55805), include only courses of appropriate level (§55805.5), and adhere to the minimum requirements set by the Board of Governors (§55806).

Title 5, §55805. ***Philosophy and Criteria for Associate Degree and General Education***

(a) The governing board of a community college district shall adopt a policy which states its specific philosophy on General Education. In developing this policy governing boards shall consider the following policy of the Board of Governors:

The awarding of an Associate Degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights.

Among these are the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding. In addition to these accomplishments, the student shall possess sufficient