Ohlone Community College District
Curriculum Reference Guide

Table of Contents

<u>Curriculum Committee Meeting Information</u>

The Curriculum Committee has both Screening meetings and Issues meetings. The Screening meeting is held prior to the Issues meeting. Curriculum Committee members ("Screeners") will be assigned to review courses that have reached the Curriculum Committee Screening step in CurricUNET. The course originator is required to attend the Screening meeting. At the Issues meeting the Curriculum Committee agenda is discussed and voted on.

Please check the Curriculum Committee web page at http://www.ohlone.edu/org/curriculumcomm/ for the Curriculum Committee calendar and meeting schedule. The Curriculum Committee agenda is posted on the Curriculum Committee web page approximately one week before the next Curriculum Committee Issues meeting.

<u>Curriculum Deadlines</u>

December Curriculum Committee Meeting:
The December Curriculum Committee meeting is the deadline for new courses, new programs, revised courses, revised programs, and department name changes to be approved in order to be eligible to be offered the next academic year and the following Summer and Fall Terms. Courses wishing to be approved for General Education (GE) and/or Distance Education (DE) must be approved by the November GE and/or DE meetings in order to be considered at the December Curriculum Committee meeting.

May Curriculum Committee Meeting:
The May Curriculum Committee meeting is the deadline for new and revised courses and department name changes to be approved in order to be eligible to be offered the next Spring Semester. Courses wishing to be approved for General Education (GE) and Distance Education (DE) must be approved by the April GE and/or DE meetings in order to be considered at the May Curriculum Committee meeting.

All new courses and new programs, revised courses and programs must be approved by the Curriculum Committee, Board of Trustees, and CCCCO before they can be offered and appear in the catalog and class schedule.

This timeline means that new or revised courses and programs approved during Spring Semester will not be effective and appear in the catalog for approximately a year and a half. For example, new or revised courses and programs approved during Spring 2018 will appear in the 2019-2020 catalog, as the catalog deadline for the 2018-2019 catalog is the December 2017 Curriculum Committee Meeting.

Curriculum Definitions

Advisory: A course that students are recommended, but not required, to take before enrolling in another course.

Articulation: An agreement where one university agrees to accept a community college course in lieu of a course taken at the university. Ohlone's articulation agreements with CSU and UC campuses are available online at www.assist.org.

All articulated courses are considered transferable, meaning that the community college course will transfer to the university. However, not all transferable courses are articulated. An articulated course establishes a "this-for-that" equivalency, while a transferable course counts towards lower division unit requirements.

Articulation agreements are formal agreements between two campuses. Articulation agreements in ASSIST are developed and entered into the ASSIST database by the receiving campus. Each university campus is responsible for all of the details of its own articulation.

ASSIST: ASSIST is the official repository of articulation for California's public colleges and universities and provides the most accurate and up-to-date information about student transfer in California, including course-to-course articulation, CSU transferability, UC transferability, CSU GE, and IGETC. ASSIST is available online at www.assist.org.

Associate in Arts and Associate in Science Degrees: A degree comprised of general education, major, and elective courses, and typically expected to take two years to complete. Students need to complete at least 60 semester units in degree-applicable courses with a minimum 2.0 GPA.

Associate Degree for Transfer: Commonly referred to as ADT; also called AA-T or AS-T. Per Senate Bill 1440 all California Community Colleges are required to offer associate degrees for transfer. These associate degrees follow specific major requirements established by the Academic Senates for the California Community Colleges and the California State Universities. These associate degrees for transfer differ from the traditional associate degrees in that completion of a degree guarantees a student admission to the California State University, but not to a specific campus. The associate degrees for transfer cannot have more than 60 units (traditional associate degrees may have more than 60 units) and students are supposed to graduate from the CSU after completing an additional 60 units. A list of Ohlone's ADT's is available at http://www.ohlone.edu/org/curriculumcomm/docs/adtprogresstracker.pdf.

Audit: An enrollment status in a class where no units or grades are awarded.

Catalog: This publication includes all the information about the college; its policies and procedures; general education patterns; degree and certificate requirements; courses; and listing of full-time employees. All active courses and programs are included in the catalog. This publication provides more detail about a course than the class schedule.

The catalog is produced once a year, and comes out each summer. The Ohlone catalog is also posted online at http://ohlone.edu/catalog.

Catalog Description: A detailed description of a course, found on the COR, which will also appear in the catalog.

California Community Colleges' Chancellor's Office: Also referred to as the CCCCO. The governing body for the California Community Colleges, with offices in Sacramento. All new courses, new programs, and some revised courses and programs must be submitted to the CCCCO for their approval before they can appear in the catalog or courses can be offered.

Certificate of Achievement: A certificate program of more than 18 units, typically taking more than a year to complete. Certificates of achievement do not include general education, and most are occupational or career-related. Certificates of achievement must be approved by the Curriculum Committee, Board of Trustees, and CCCCO. Certificates of achievement may appear on a student's transcript since they have been approved by the CCCCO.

Certificate of Accomplishment: A certificate program of less than 18 units, typically taking a year or less to complete. General education courses are not part of certificates of accomplishment. Certificates of accomplishment must be approved by the Curriculum Committee and the Board of Trustees. Since they are not approved by the CCCCO, per Title 5 of the California Code of Regulations (Section §55070.b) a certificate of accomplishment cannot appear on a student's transcript.

C-ID (Course Identification Numbering System): A statewide numbering system independent from the course numbers assigned by local California community colleges. C-ID is the result of SB 1415, which calls for common course numbering in California. C-ID is an intersegmental, faculty-driven effort for identifying comparable courses which assigns an independent course number to community college courses. A C-ID number next to a course signals that participating California colleges and universities have determined that courses offered by other California community colleges are comparable in content and scope to courses offered on their own campuses, regardless of their unique titles or local course number. For example, Ohlone's MATH-101A has a C-ID number of MATH 210; this information appears in the course listing in the catalog, the class schedule, and WebAdvisor.

Class Schedule: The class schedule includes the specific courses that are scheduled to be offered during the particular term. Unlike the catalog, the class schedule does not include all of Ohlone's active courses. The class schedule provides specific section information, such as the instructor, location (both the campus and the specific room), and meeting information (days, times, start and end dates for the section). The class schedule is produced twice a year. The Summer/Fall Class Schedule comes out in mid-April and covers Summer Term and Fall Semester. The Spring Class Schedule comes out in mid-October and covers Spring Semester.

Corequisite: A course that must be taken the same semester as another course. Students need to take both courses during the same semester as information is shared between the two courses and students will have a better chance of succeeding. For example, students who register for GEOL-102L, Oceanography Laboratory, must also register for GEOL-102, Introduction to Oceanography, during the same semester.

Course Control Number: The unique number given by the CCCCO to every approved course.

Course Outline of Record: Also referred to as the COR. The course outline of record is the official "blueprint" for a course. The COR contains all of the key information for a course: title, lecture hours, lab hours, units, grading option, repeatability information, transferability information, catalog description, schedule description, outline, student learning outcomes, textbooks. COR's are housed within CurricUNET (www.curricunet.com/ohlone).   All faculty teaching a course teach to the same course outline of record.

Cross-referenced course: Some courses are offered in more than one department. For example, Survey of the Arts is offered as ART-100, IS-100, MUS-100, and TD-100. This is the identical course offered in more than one department, and is referred to as a cross-referenced course. The course in one department will be chosen as the "primary department." The "primary department" is seen as the main department. The COR is only maintained in CurricUNET for the primary department. Cross-referencing information can be found on the COR, the class schedule, and in the catalog.

Curriculum Committee: The committee at Ohlone that reviews and approves courses and programs. This committee is comprised of faculty and led by a faculty chair who serves a two-year term. The Curriculum Committee is a subcommittee of Ohlone's Faculty Senate.While administrators may attend Curriculum Committee meetings, only faculty are voting members of the Curriculum Committee. The Curriculum and Schedule Assistant prepares the Curriculum Committee calendar along with the Curriculum Committee Chair; please refer to the Curriculum Committee calendar on the Curriculum Committee web page (http://www.ohlone.edu/org/curriculumcomm/) for meeting information.

Chancellor's Office Curriculum Inventory (or COCI): All new courses and new programs, along with certain course and program revisions, must be submitted to the CCCCO for approval via the COCI. The Curriculum and Scheduling Office is responsible for submitting courses and programs to the COCI.

Distance Education Committee (DE): This Ohlone committee is responsible for approving courses to be offered either online or hybrid. If faculty wishes to teach their course in an online or hybrid format they must first obtain approval from the DE Committee. (See below for definitions of online and hybrid courses). The DE Committee is a subcommittee of the Curriculum Committee. The DE Committee is a faculty committee and led by a faculty chair who serves a two-year term. All decisions (including denials) approved by the DE Committee appear on the next month's Curriculum Committee agenda, and are then approved by the Curriculum Committee.

The DE Committee meeting schedule can be found on the DE web page at
http://www.ohlone.edu/org/decomm/.

General Education Committee (GE): This Ohlone committee is responsible for
approving credit courses for inclusion in Ohlone's local General Education pattern,
commonly called Plan A. The GE Committee is a subcommittee of the Curriculum
Committee. The GE Committee is a faculty committee and led by a faculty chair who
serves a two-year term. All decisions made by the GE Committee must be approved by
the Curriculum Committee. All decisions (including denials) approved by the GE
Committee appear on the next month's Curriculum Committee agenda, and are then
approved by the Curriculum Committee. The GE Committee meeting schedule can be
found on the GE web page at http://www.ohlone.edu/org/gecomm/.

Courses for CSU GE (Plan B) and IGETC (Plan C) GE are approved by the CSU
Chancellor's Office and UC Office of the President; the Ohlone GE Committee only
approves courses for Ohlone's local (Plan A) GE. Requests for Ohlone courses to be
considered for CSU GE and IGETC can be submitted each December by Ohlone's
articulation officer.

Grading Options: The type of grade that students may receive in a course. A course
may only have one grading option, and the grading option appears on the COR, and in
the catalog, class schedule, and WebAdvisor. Different sections of a course may not
have different grading options. Ohlone has three grading options: Grade Only (GR);
Letter Grade, May Petition for Pass/No Pass (GC), or Pass/No Pass (CR). A Grade
Only (GR) course requires that all students must receive a letter grade (A, B, C, D, F).
Letter Grade, May Petition for Pass/No Pass (GC) indicates that all students will receive
a letter grade (A-F) unless they submit a petition to the Office of Admissions and
Records (A&R) to receive a Pass/No Pass grade. Pass/No Pass indicates that all
students will receive either a Pass or No Pass grade. Few Ohlone courses have the
Pass/No Pass grading option.

Methods of Evaluation: How students will be graded in the course. Examples include
term papers, exams, and presentations. The Methods of Evaluation appear on the
COR.

Methods of Instruction: How the instruction in the course will be delivered to
students. Examples include lecture, laboratory, discussion, distance learning,
collaborative learning, etc. The Methods of Instruction appear on the COR.

Prerequisite: A course that must be successfully completed before a student can
enroll in another course. The prerequisite course contains skills and knowledge that will
enable the student to be more prepared for the next course. Per Title 5 (§55023),
prerequisites must be completed with a grade of C or better. For example, students
must complete MATH-188, Pre-Calculus, with a C or better before they can register for
MATH-101A, Calculus.

Repeatability: The number of times students may register for a specific course. Most
courses may only be taken once, per Title 5 (§55041). For more information see the

CCCCO's "Credit Course Repetition Guidelines" (http://extranet.cccco.edu/Portals/1/AA/Credit/2013Files/CreditCourseRepetitionGuidelinesFinal070513.pdf).

Schedule Description: A shorter description of a course, also found on the COR, which will appear in the class schedule.

Selected Topics courses: These courses are considered "experimental" and are created when faculty want to test a new course before proceeding with getting the "real" course approved by the Curriculum Committee. Selected Topics courses still must be entered in CurricUNET and approved by the Curriculum Committee, Board of Trustees, and CCCCO before the course can be offered. Selected Topics courses are numbered as 210, 211, 212, etc, depending on the number of units (for example, MUS-211 would be a 1 unit Selected Topics course offered by the Music Department). Selected Topics courses can only be offered three times. Selected Topics courses are not CSU or UC transferable.

Special Projects courses: These courses are designed for students who wish to undertake an individual study or complete research related to a particular field. Due to the nature of these courses, the instructor must agree in advance to the student's enrollment. These courses have a course number of 201, 202, 203, depending on the number of units.

Student Learning Outcomes and Assessment Committee (SLOAC; pronounced "slow-ack"): This is a faculty committee and responsible for the assessment of student learning outcomes for credit courses and programs. SLOAC meets several times each semester. SLOAC is co-chaired by a full-time faculty member and the vice president, academic affairs. The faculty co-chair often gives a SLOAC update at Curriculum Committee meetings. SLOAC information is available at http://www.ohlone.edu/org/sloacomm/.

Syllabus: More specific than the COR. Each instructor will have a syllabus for each class that is taught. The syllabus will include dates for exams, due dates for projects, classroom etiquette, classroom expectations, instructor's office hours. Syllabi for all classes are maintained in each division office.

Title 5: The education component of the California Code of Regulations, which all public educational institutions in California must follow. There is a specific section of Title 5 dedicated to community colleges.

Transferability: A distinction on a course indicating whether or not the course is transferable to the CSU or UC. The articulation officer is responsible for submitting courses for CSU and UC transferability. This distinction appears on the COR and in the catalog, class schedule, and WebAdvisor.

UC Transferable Courses: Courses should be comparable to those offered at the lower division level at any of the UC campuses. Courses listed as transferable are accepted at the point of admission for unit credit toward the total units required for the UC baccalaureate degree.

Different Proposal Types in CurricUNET

Curriculum at Ohlone is comprised of courses and programs. The vast majority of Ohlone's courses are credit courses. Not-for-credit courses are offered through Community Education, but those courses comprise a very small percentage of Ohlone's curriculum.

The Curriculum Committee agenda typically is comprised of new and revised courses and programs. Revised courses can either be considered a minor revision or a major revision; most revisions are considered major revisions. Any change to a course or program must be approved by the Curriculum Committee and Board of Trustees, and some changes must also be approved by the CCCCO.

Proposal Type	Description
New course	A course that has not been offered previously at Ohlone.
Minor revision	A course that is changing its course title, advisory, repeatability, grading option; or having insignificant revisions to the catalog description, student learning outcomes, and/or course content.
Major revision	A course that is changing its unit value; lecture and/or lab hours; prerequisites; corequisites; transferability; being added or removed from GE Plan A; or having significant revisions to the catalog description, student learning outcomes, and/or course content. Please note: All courses undergoing six-year course review must be entered in CurricUNET as major revisions, even if the revisions fall under the description of minor revision as listed above.
Deactivated course	A course that has not been taught in several years or is no longer planning to be taught. Before a course can be approved for deactivation it must be removed from all degrees and/or certificates on which the course is listed. If a course number is changing, then that revision needs to be submitted in CurricUNET as a deactivation of the old course number and a new course proposal submitted with the new course number. CurricUNET will allow faculty to submit a course number change as a major revision, but the course should not be approved as a major revision.
Noncredit course	A course that does not offer credit toward an academic degree. A noncredit course has no units. There are specific CCCCO guidelines for which types of curriculum are appropriate for noncredit offerings.

Proposal Type	Description
Reactivated course	A course that was previously deactivated and is being requested to be offered again.
Additional Approvals	A course that is requesting approval from the Distance Education Committee so the course can be taught online and/or hybrid and/or a course that is requesting approval from the General Education Committee so the course can be included on Ohlone's local General Education pattern (Plan A GE).
Selected Topics	An experimental course that can only be taught three times.
New program	A program that has not been offered previously at Ohlone.
Revised program	A program that is changing its title, catalog description, courses, student learning outcomes, or unit value. Program revisions do not differentiate between major and minor revisions.

Bloom's Taxonomy

Verbs Demonstrating Cognitive Activity

			CRITICAL THINKING		
Knowledge	**Comprehension**	**Application**	**Analysis**	**Synthesis**	**Evaluation**
know	restate	apply	analyze	compose	judge
identify	locate	relate	compare	produce	assess
relate	report	develop	probe	design	compare
list	recognize	translate	inquire	assemble	evaluate
define	explain	use	examine	create	conclude
recall	express	operate	contrast	prepare	measure
memorize	identify	organize	categorize	predict	deduce
repeat	discuss	employ	differentiate	modify	argue
record	describe	restructure	contrast	tell	decide
name	discuss	interpret	investigate	plan	choose
recognize	review	demonstrate	detect	invent	rate
acquire	infer	illustrate	survey	formulate	select
	illustrate	practice	classify	collect	estimate
	interpret	calculate	deduce	set up	validate
	draw	show	experiment	generalize	consider
	represent	exhibit	scrutinize	document	appraise
	differentiate	dramatize	discover	combine	value
	conclude		inspect	relate	criticize
			dissect	propose	infer
			discriminate	develop	
			separate	arrange	
				construct	
				organize	
				originate	
				derive	
				write	
				propose	

Many existing course outlines have objectives, hereafter referred to as "Student Learning Outcomes", which do not reflect the "active verbs" conveying critical thinking. It is usually the case that the course itself is taught in a way that incorporates critical thinking, but the course outline itself does not reflect those outcomes and methodologies. Bringing the outcomes into line is primarily a matter of reflecting upon those outcomes which require analysis, synthesis, and evaluation. Some "before and after" examples are shown below.

Example:
- **Before**: Know the significant art achievements of Renaissance through Modern Europe.
- **After**: Compare and contrast the art works in the same historical period with art works from other historical periods to ascertain their stylistic and historical relationships.

Second Example:
- **Before**: Have learned skills in performing and in working with others to create a theatrical event for children.
- **After**: Analyze a text in preparation for rehearsals, including the choice of style, language, and pace. Critique their own performances and rehearsals using a collectively decided upon matrix. Share these critiques with members of the ensemble in appropriate, culturally sensitive ways.

In the second example above, a single broad outcome was not well described, but it consists of several, more specific outcomes, of which some involve critical thinking and some do not. In this case, separating these did much to delineate the critical thinking components therein. With outcomes one must be ever cognizant of the need to not be overly broad and therefore failing to highlight the area of importance, and to not be so specific that delivery of the course might be marginalized due to unforeseen circumstances such as a change in equipment or facilities.

In determining that the course meets the standards for level and intensity, it is also important to note that these are elements of both quantity and effort. The developer needs to assess what is a reasonable time frame for most students entering at the requisite levels to acquire capabilities defined by each outcome. While there is no requirement to describe this assessment or detail it in any way, the presentation of the outcomes as a whole should demonstrate obvious evidence of the need for the units, contact hours and other elements being approved.

For non-degree applicable credit courses the requirement for critical thinking is different, but it still exists, so the above section still applies. The difference is that in these courses students are initially being taught how to think critically. But in degree-applicable courses the expectation is that students are already able to think critically and are now learning how to become better at it. In nondegree-applicable courses the outcomes may need to cover a narrower scope because students are in the process of learning to effectively study independently on their own. But, like critical thinking, the outcomes should prepare students for studying independently and must "include reading, writing assignments and homework" (Title 5 §55002(b)2(C) Intensity–below)

Verbs Requiring Cognitive Outcomes

COMPLEX

SIMPLE

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Define	Change	Apply	Analyze	Arrange	Appraise
Distinguish	Comment	Calculate	Appraise	Assemble	Assess
Identify	Demonstrate	Choose	Calculate	Collect	Choose
Inquire	Describe	Classify	Categorize	Compose	Compare
Label	Discuss	Demonstrate	Classify	Construct	Conclude
List	Explain	Dramatize	Compare	Create	Consider
Match	Express	Employ	Contrast	Design +	Criticize
Memorize	Generalize	Generalize	Criticize	Formulate	Estimate
Name	Give example	Illustrate	Debate	Organize	Evaluate
Recognize	Identify	Interpret	Deduce	Plan +	Judge
Recall	Illustrate	Operate	Describe	Prepare	Measure
Record	Infer	Organize	Diagram	Produce +	Rate
Relate	Interpret	Practice	Differentiate	Propose	Revise
Repeat	Locate	Reconstruct	Discriminate	Set up	Score
Select	Rearrange	Schedule	Distinguish	Solve +	Select
Underline	Recognize	Shop	Examine		Value
	Relate	Solve	Experiment		Weigh
	Report	Sketch	Inspect		
	Review	Transfer	Inventory		
	Summarize	Use	Put into list		
	Tell		Question		
	Transform		Relate		
	Translate		Solve		
			Test		

Level	Description
Knowledge Recall	To remember previously learned material.
Comprehension	To grasp the meaning of the knowledge being learned and be able to paraphrase or explain it.
Application	The ability to use learned information and materials.
Analysis	The ability to break material down into its elements or parts so that its organizational structure may be understood.
Synthesis	The ability to combine previous experience with new material to form a structure.

Verbs Requiring Affective Outcomes

SIMPLE				COMPLEX
Receiving	**Responding**	**Valuing**	**Organization**	**Characterization**
Accept	Behave	Balance	Codity	Internalize (Formal instruction does not address)
Attend	Complete	Believes	Discriminate	
Develops	Comply	Defends	Display	
Realize	Cooperate	Devote	Favor	
Receive	Enjoy	Examine	Judge	
Recognize	Examine	Prefer	Order	
	Obey	Pursue	Organize	
	Observe	Seek	Relate	
	Respond	Value	Systematize	
	Tolerate		Weigh	

Level	Description
Receiving	Awareness, willingness to receive, and controlled attention.
Responding	Compliance in reacting to a suggestion, willingness to respond, and satisfaction in response.
Valuing	Accepting a value as a belief, indication of preference for the value, and commitment.
Organizing	Conceptualization of a value in abstract or symbolic terms and organization of a value system.
Characterization of an internally consistent value system	The individual acts consistently in accordance with the value he/she has internalized.

Verbs Requiring Psychomotor Outcomes

COMPLEX

						Origination
					Adaptation	Construct
				Complex Overt Response	Adapt	Create
			Mechanism		Build	Design
		Guided Response	Adjust	Calibrate	Change	Produce
SIMPLE	Set	Copy	Build	Coordinate	Develop	
Perception	Locate	Demonstrate	Illustrate	Maintain	Supply	
Distinguish	Physical-adjust	Determine	Indicate	Operate		
Hear	Place	Discover	Manipulate			
Recognize	Position	Duplicate	Mix			
Relate	Prepare	Imitate	Set up			
See		Inject				
Sense		Repeat				
Smell						
Taste						
Touch						

Level	Description
Perception	Involves sensitivity to a situation object, or relationship that normally leads to action.
Preparation	Involves readiness to perform.
Orientation	Involves the discovery and/or decision of the response(s) which must be made.
Pattern	Involves a learned response that is habitual; presentation is smooth and the presenter has confidence in his ability.
Performance	Involves a complex motor action, carried out with a high degree of skill. (May be thought of as "motor synthesis".)

Curriculum Approval Process

NEW COURSES

Faculty member enters new course in CurricUNET and launches course through the approval process.	→ Course is screened by the Curriculum Committee.	→ Course is submitted to the Curriculum Committee for approval.

↓

Course is approved by the CCCCO and the Curriculum and Scheduling Office receives notification from the CCCCO of course approval.	← Course is submitted to the CCCCO for approval via the Curriculum Inventory (CCCCO's version of CurricUNET).	← Course is submitted to the Board of Trustees for approval.

↓

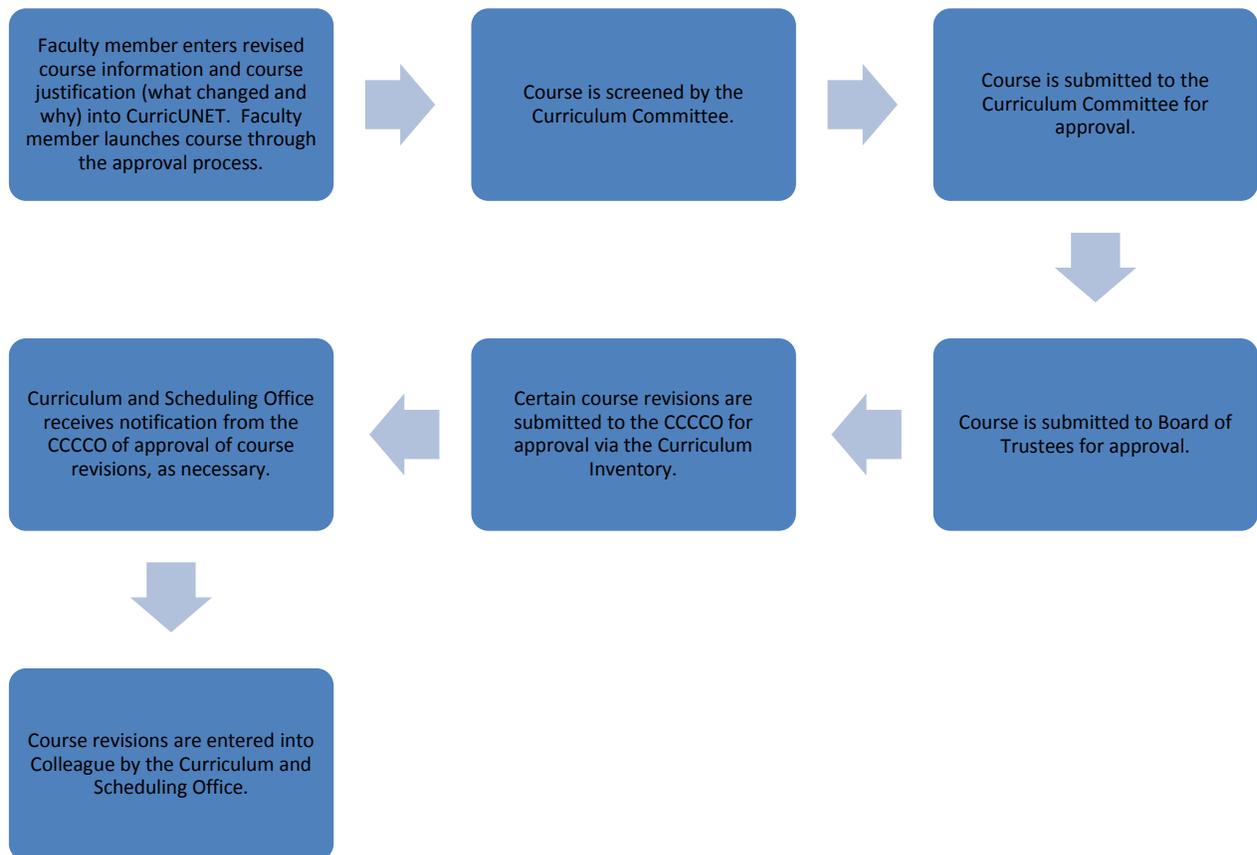|	
The Curriculum and Scheduling Office builds the new course in Colleague and notifies the Division Office of course approval.	→ The Division Office builds section(s) in Colleague.

In Summary:
CurricUNET ➔ Curriculum Committee ➔ Board of Trustees ➔ Curriculum Inventory ➔ Colleague

REVISED COURSES

Faculty member enters revised course information and course justification (what changed and why) into CurricUNET. Faculty member launches course through the approval process.

Course is screened by the Curriculum Committee.

Course is submitted to the Curriculum Committee for approval.

Curriculum and Scheduling Office receives notification from the CCCCO of approval of course revisions, as necessary.

Certain course revisions are submitted to the CCCCO for approval via the Curriculum Inventory.

Course is submitted to Board of Trustees for approval.

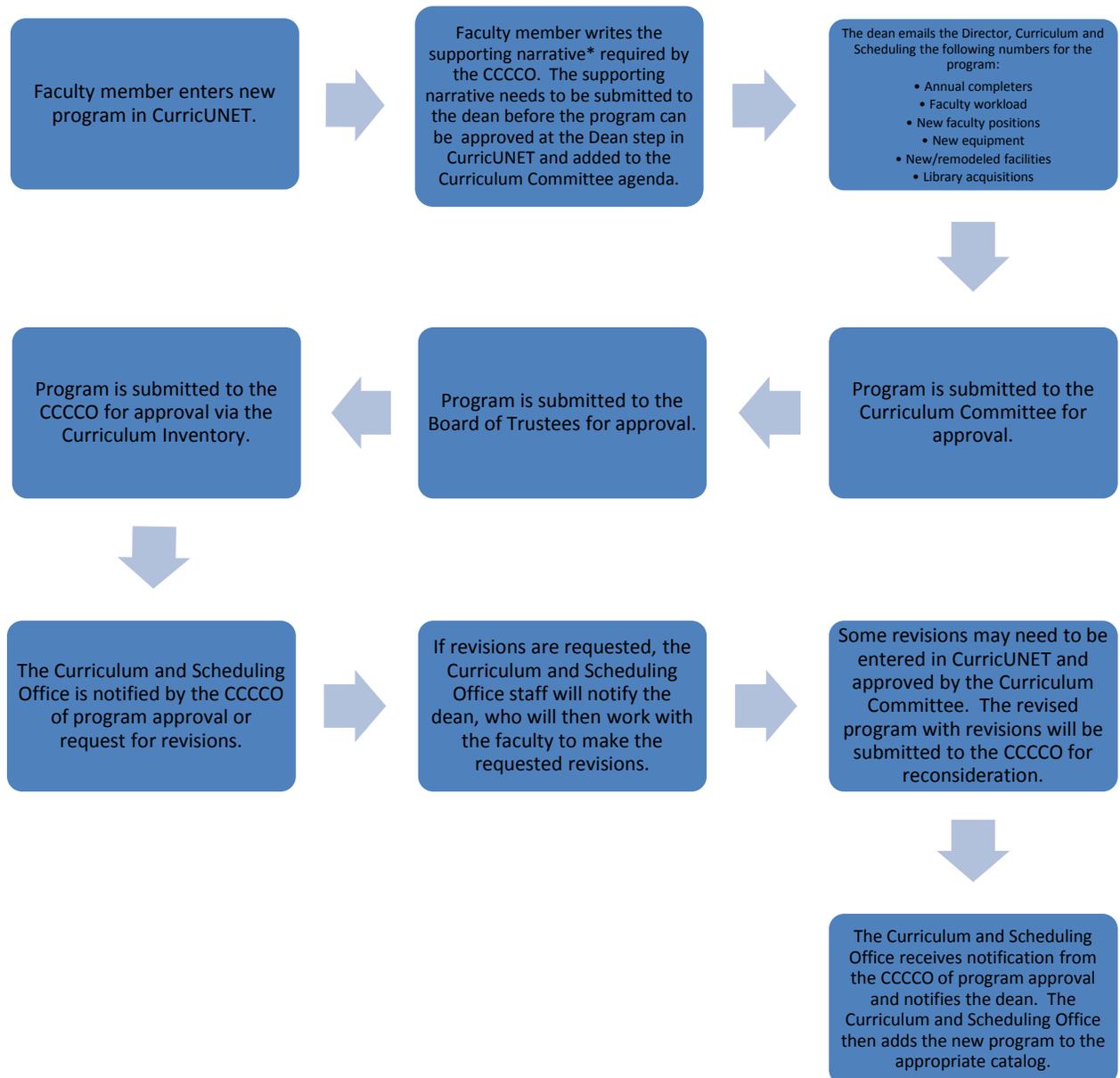Course revisions are entered into Colleague by the Curriculum and Scheduling Office.

In Summary:
CurricUNET ➔ Curriculum Committee ➔ Board of Trustees ➔ Curriculum Inventory ➔ Colleague

NEW PROGRAMS (associate degrees and certificates of achievement)

Faculty member enters new program in CurricUNET.

→

Faculty member writes the supporting narrative* required by the CCCCO. The supporting narrative needs to be submitted to the dean before the program can be approved at the Dean step in CurricUNET and added to the Curriculum Committee agenda.

→

The dean emails the Director, Curriculum and Scheduling the following numbers for the program:
- Annual completers
- Faculty workload
- New faculty positions
- New equipment
- New/remodeled facilities
- Library acquisitions

↓

Program is submitted to the CCCCO for approval via the Curriculum Inventory.

←

Program is submitted to the Board of Trustees for approval.

←

Program is submitted to the Curriculum Committee for approval.

↓

The Curriculum and Scheduling Office is notified by the CCCCO of program approval or request for revisions.

→

If revisions are requested, the Curriculum and Scheduling Office staff will notify the dean, who will then work with the faculty to make the requested revisions.

→

Some revisions may need to be entered in CurricUNET and approved by the Curriculum Committee. The revised program with revisions will be submitted to the CCCCO for reconsideration.

↓

The Curriculum and Scheduling Office receives notification from the CCCCO of program approval and notifies the dean. The Curriculum and Scheduling Office then adds the new program to the appropriate catalog.
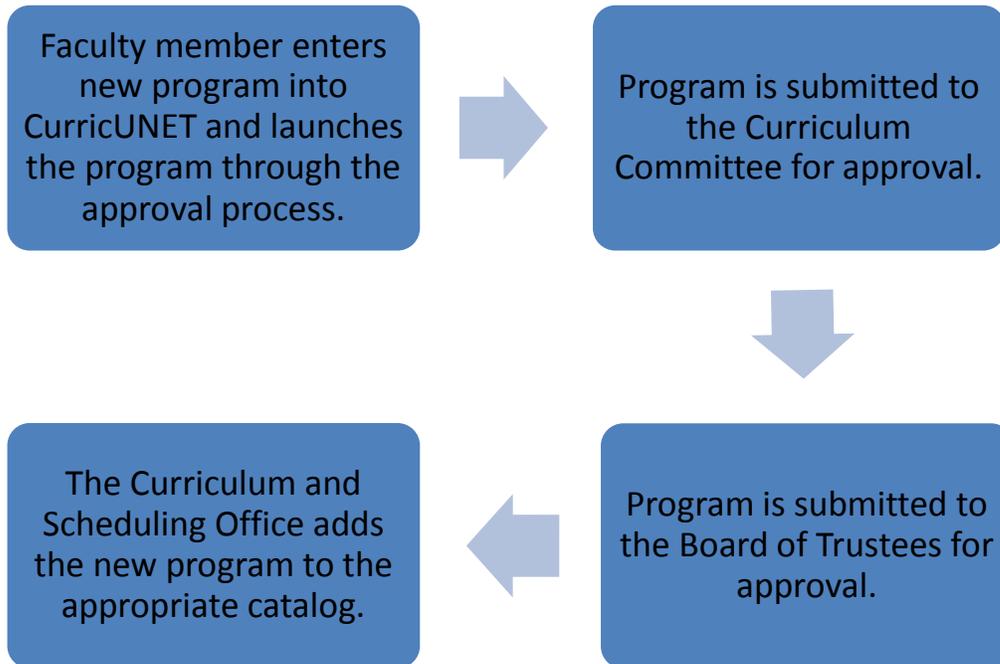
In Summary:
CurricUNE ➔ Curriculum Committee ➔ Board of Trustees ➔ Curriculum Inventory

*Instructions for the supporting narrative are available in the Program and Course Approval Handbook (PCAH), written by the CCCCO. The PCAH is available online at http://extranet.cccco.edu/Portals/1/AA/ProgramCourseApproval/Handbook_5thEd_BOGapproved.pdf
Instructions for writing the supporting narrative for associate degrees for transfer (ADT's) are available online at
http://www.ohlone.edu/org/curriculumcomm/docs/checklistfordevelopingassociatedegrees.pdf.
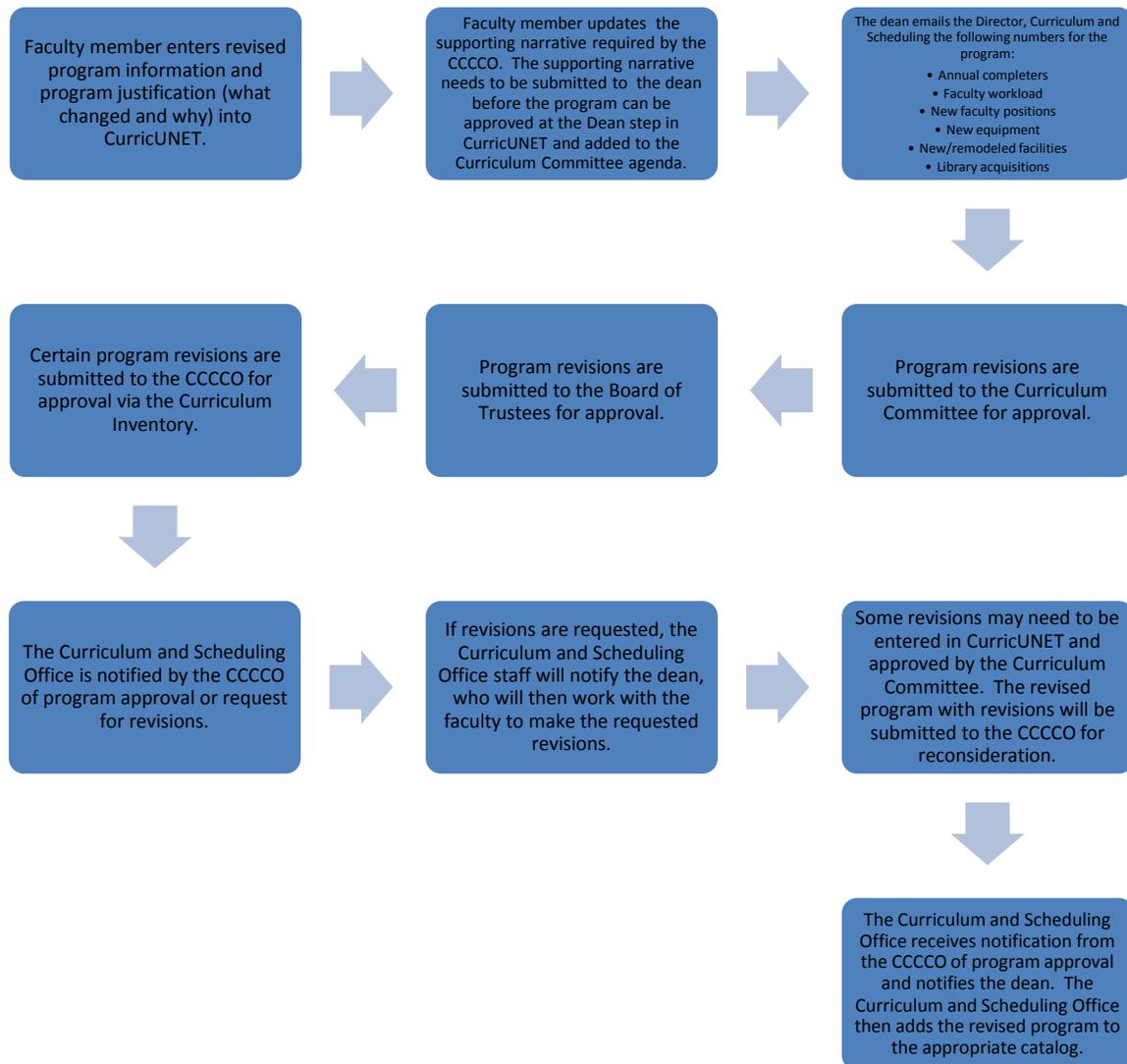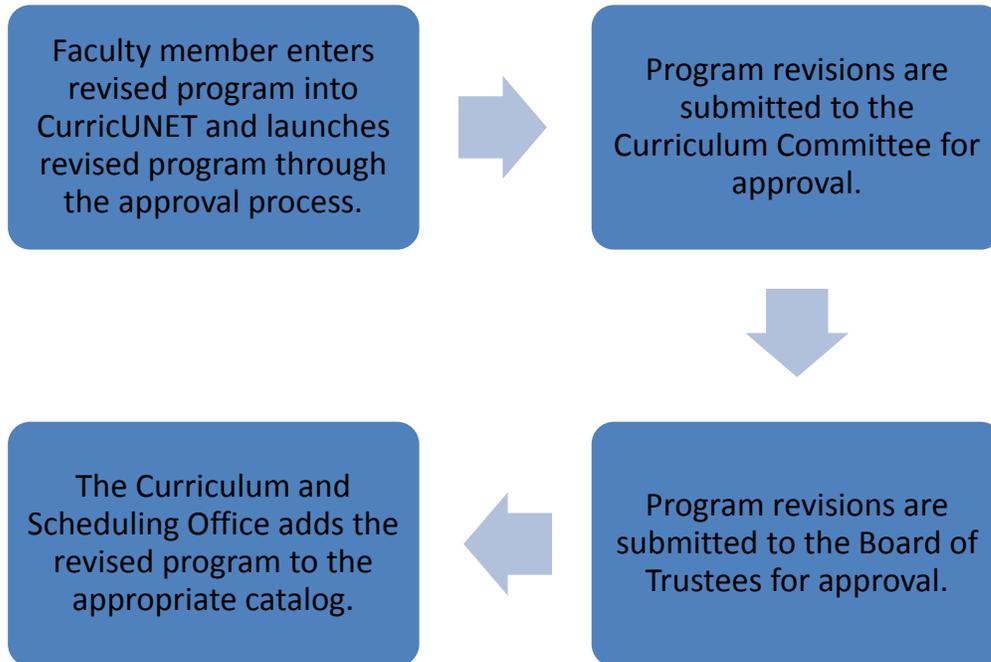
NEW PROGRAMS (certificates of accomplishment)

Faculty member enters new program into CurricUNET and launches the program through the approval process.

Program is submitted to the Curriculum Committee for approval.

Program is submitted to the Board of Trustees for approval.

The Curriculum and Scheduling Office adds the new program to the appropriate catalog.

In Summary:
CurricUNET ➜ Curriculum Committee ➜ Board of Trustees

Certificates of Accomplishment are local programs and do not get submitted to the CCCCO; therefore, no supporting narrative is required.

REVISED PROGRAMS (associate degrees and certificates of achievement)

Faculty member enters revised program information and program justification (what changed and why) into CurricUNET.

Faculty member updates the supporting narrative required by the CCCCO. The supporting narrative needs to be submitted to the dean before the program can be approved at the Dean step in CurricUNET and added to the Curriculum Committee agenda.

The dean emails the Director, Curriculum and Scheduling the following numbers for the program:
- Annual completers
- Faculty workload
- New faculty positions
- New equipment
- New/remodeled facilities
- Library acquisitions

Certain program revisions are submitted to the CCCCO for approval via the Curriculum Inventory.

Program revisions are submitted to the Board of Trustees for approval.

Program revisions are submitted to the Curriculum Committee for approval.

The Curriculum and Scheduling Office is notified by the CCCCO of program approval or request for revisions.

If revisions are requested, the Curriculum and Scheduling Office staff will notify the dean, who will then work with the faculty to make the requested revisions.

Some revisions may need to be entered in CurricUNET and approved by the Curriculum Committee. The revised program with revisions will be submitted to the CCCCO for reconsideration.

The Curriculum and Scheduling Office receives notification from the CCCCO of program approval and notifies the dean. The Curriculum and Scheduling Office then adds the revised program to the appropriate catalog.

In Summary:
CurricUNET ➔ Curriculum Committee ➔ Board of Trustees ➔ Curriculum Inventory

*Instructions for the supporting narrative are available in the Program and Course Approval Handbook (PCAH), written by the CCCCO. The PCAH is available online at http://extranet.cccco.edu/Portals/1/AA/ProgramCourseApproval/Handbook_5thEd_BOGapproved.pdf

A blank template for the program requirements table can be downloaded from the Curriculum Committee web page (http://www.ohlone.edu/org/curriculumcomm/), underneath the Program Approval Process – Certificates and Degrees heading.

REVISED PROGRAMS (certificates of accomplishment)

Faculty member enters revised program into CurricUNET and launches revised program through the approval process.	Program revisions are submitted to the Curriculum Committee for approval.
The Curriculum and Scheduling Office adds the revised program to the appropriate catalog.	Program revisions are submitted to the Board of Trustees for approval.

In Summary:
CurricUNET ➔ Curriculum Committee ➔ Board of Trustees

Certificates of Accomplishment are local programs and do not get submitted to the CCCCO; therefore, no supporting narrative is required.

<u>Additional Approvals</u>

Additional approvals are required in order for a course to be taught through Distance Education or to be added to Ohlone College General Education Plan A. Please contact the chairs for either of these committees for assistance. The current chairs are listed on the Curriculum Committee web page at http://www.ohlone.edu/org/curriculumcomm. Faculty may apply for Distance Education and General Education approval simultaneously when submitting a new course by going into CurricUNET and completing the additional approvals process. New courses must first be approved by the Curriculum Committee.

Distance Education Definitions

Online class: A class is entirely conducted on the web. Course delivery follows traditional classroom model (as opposed to "self-paced'), where the instructor/student interaction is now fully managed via a course management system in place of the classroom (face-to-face). Students in online classes are not required to meet in person.

Hybrid class: A class that has both online and in-person formats. A student taking a hybrid class will need to come to campus on specified dates.

Web-enhanced class: A Web-enhanced class is scheduled as a traditional on-campus class, and utilizes the Internet to access a Course Management System, where additional class information can be found. Web-enhanced classes do not reduce face-to-face meetings and do not require approval from the DE committee.

General Education

Ohlone College has three General Education (GE) Plans: Ohlone College General Education (Plan A); CSU GE (California State University General Education Breadth; Plan B); and IGETC (Intersegmental General Education Transfer Curriculum; Plan C).

General Education: Ohlone College (Plan A)
Ohlone's General Education Committee is comprised of faculty members from varied disciplines and is responsible for approving courses for Ohlone College General Education (Plan A). Ohlone College General Education is comprised of seven areas, with specific outcomes for each area. Please refer to the current catalog (www.ohlone.edu/org/catalog) or the General Education Committee web page (http://www.ohlone.edu/org/gecomm/) for a description of each General Education area.

From Chapter 6 of the Ohlone College catalog: "The General Education Program at Ohlone College reflects the values of the college, its students, and community and is intended to prepare students to live and work in a dynamic, multicultural, and global society. The college is committed to providing students with learning experiences both grounded in theory and application which are meant to develop the abilities to think critically; to communicate clearly and ethically in both oral and in written form; and to use mathematics, science, and technology practically while acquiring quality physical health. Furthermore, the college guides students in understanding the modes of inquiry of the major disciplines and provides activities and experiences in the appreciation of performing arts, the sustainability of the physical environment, and value of multicultural and diverse perspectives. Insights gained from experiences of others and themselves will guide self-understanding and promote the lifelong learning process.

The Ohlone College (Plan A) General Education pattern requires a minimum of 18 units in completing an Ohlone-specific general education pattern, including intercultural/international studies, wellness, and information competency components. The Ohlone College (Plan A) General Education pattern is recommended for students whose immediate goal is to complete an associate degree with either a general or occupational major. Students who desire to complete an associate in arts for transfer or an associate in science for transfer (ADT) cannot use Ohlone College General Education (Plan A). In some majors students may be required to complete more than 60 semester units to obtain an associate degree. Students are advised to consult with a counselor."

General Education: California State University General Education Breadth Requirements (CSU GE; Plan B)

The California State University (CSU GE; Plan B) General Education Breadth pattern requires a minimum of 39 semester units in completing a specific CSU-approved General Education pattern. This option is especially for students whose immediate goal is to transfer to a CSU. The California State University (CSU GE; Plan B) pattern is recommended for students completing an associate degree and the pattern enables students to meet lower division general education requirements at a CSU. California State University (CSU GE; Plan B) may also be coupled with either the transfer or occupational majors; however, students may be required to complete more than 60 semester units to obtain an associate degree. Students are advised to consult with a counselor.

General Education: Intersegmental General Education Transfer Curriculum (IGETC; Plan C)

The Intersegmental General Education Transfer Curriculum (IGETC; Plan C) pattern requires a minimum of 37 semester units in completing a General Education pattern acceptable at either a UC or CSU. This option is recommended for students whose immediate goal is to transfer to a UC or CSU or for students who intend to transfer but are not yet sure if they will be going to a UC or CSU. Intersegmental General Education Transfer Curriculum (IGETC; Plan C) is generally combined with an associate degree and it enables students to meet the lower division general education requirements at either a UC or CSU. Intersegmental General Education Transfer Curriculum (IGETC; Plan C) may also be coupled with either the transfer or occupational majors; however, students may be required to complete more than 60 semester units to obtain an associate degree. Students are advised to consult with a counselor.

Articulation Information

Overview

Articulation agreements are formal agreements between two campuses, typically between a community college and a university. When a community college course is articulated to a university course, it means that the university accepts the community course in lieu of the university course. Articulation does not indicate that the community college course is equivalent to the university course, but that the courses have similar enough content to allow students to waive the university course.

A course can be articulated to a specific university course or towards lower division major preparation. Lower division major preparation indicates that the student has met the university major requirement by successfully completing the course at the community college.

A community college course may be designated as "transferable," meaning that the community college course will count towards the lower division units required at a university.

All articulated courses are considered transferable, meaning that the community college course will transfer to the university. However, not all transferable courses are articulated. An articulated course establishes a "this-for-that" equivalency, while a transferable course counts towards lower division unit requirements.

ASSIST (www.assist.org) is the official repository for all California public higher education articulation. ASSIST is available for free to the public and houses course-to-course articulation information; CSU and UC transferability information; and CSU GE and IGETC information.

How does articulation work?

Articulating a course is a decision between discipline faculty, with the articulation officers at the community college and university being the conduit through which the request is made. If a community college faculty member wants to request articulation with a university course, the following steps should be followed:
- The community college faculty should determine that the equivalent course is taught at the lower division level at the university. Community college courses cannot be articulated to upper division courses.
- The community college faculty should then send an email to the community college articulation officer requesting that the course is submitted for articulation. Be sure to include the Ohlone course number, university course number, and (if applicable) the major for which articulation is being sought.
- The community college articulation officer will then send the articulation request to the university articulation officer.
- The university articulation officer will forward the articulation request to the appropriate university faculty, who will review the community college course outline.

- The university articulation officer will send the response to the articulation request to the community college articulation officer. If the request has been approved, the university articulation officer will update ASSIST with the new articulation.
- The community college articulation officer will share the articulation response with the community college faculty.

How does a course become CSU transferable?
The community college articulation officer is responsible for determining if a community college course can be transferable to the CSU. The standard is if there is an equivalent course to the community college course taught at the lower division level at the university. The community college articulation officer may ask the community college faculty to identify an equivalent lower division course at a CSU.

How does a course become UC transferable?
The University of California Office of the President (UCOP, or "U-COP") is responsible for determining if a community college course can be transferable to the UC. Community colleges are allowed to submit courses for consideration for UC transferability once a year; Ohlone typically submits courses each June. Guidelines for UC transferability are available at http://ucop.edu/transfer-articulation/transferable-course-agreements/index.html. UC transferability is also referred to as UC TCA (for UC Transfer Course Agreement).

All appropriate new courses are routinely submitted by the articulation officer to be considered for UC transferability. If a faculty member would like a course considered for UC transferability that request should be submitted by email to the articulation officer no later than May 1.

Decisions regarding UC transferability are sent to the articulation officer sometime in late summer. The articulation officer will forward the decisions to the appropriate faculty member and dean, including any requests for revisions before the course can be approved. The decisions will then be added to Colleague, so they will appear in the catalog, class schedule, and WebAdvisor.

How does a course get approved for CSU GE Breadth or IGETC?
CSU GE Breadth is the GE pattern used for students intending to transfer to the CSU. IGETC (Intersegmental General Education Transfer Curriculum) is the GE pattern used for students intending to transfer to the CSU, UC, or private institutions.

The CSU Chancellor's Office and University of California Office of the President are responsible for approving courses for, respectively, CSU GE Breadth and IGETC. Community colleges are allowed to submit courses for consideration for CSU GE Breadth and IGETC once a year, in early December.

Courses cannot be submitted for CSU GE Breadth or IGETC until they have first been approved to be CSU or UC transferable. For that reason, faculty would first need to get

their course approved to be UC transferable (in June) before the course could be submitted for IGETC (in December).

All appropriate new courses are routinely submitted by the articulation officer to be considered for CSU GE Breadth and IGETC. If a faculty member would like a course considered for CSU GE Breadth or IGETC that has not been approved previously, that request should be submitted by email to the articulation officer no later than November 1.

Decisions regarding CSU GE Breadth and IGETC are sent to the articulation officer in early April. The articulation officer will forward the decisions to the appropriate faculty member and dean, including any requests for revisions before the course can be approved. The decisions will then be added to Colleague, so they will appear in the catalog and class schedule.

What is C-ID?

The Course Identification Numbering System (C-ID) is a numbering system used within California in response to SB 1415, Common Course Numbering System. C-ID is an intersegmental, faculty-driven effort for identifying comparable courses that assigns an independent course number to community college courses.

California community colleges and public universities are being pressured by the State Legislature, by public opinion, by the workplace, and by a research agenda that argues for increasing student attainment. A part of this agenda includes a need for strengthening and streamlining student transfer. A system like C-ID is an ideal solution to simplify and clarify course comparability for educators, students, and parents. So, the most obvious motivation is that it benefits students. There have been multiple legislative mandates calling for "common course numbering" and C-ID is the answer.

Each C-ID course has a specific course "descriptor." The C-ID descriptor provides information for students, staff, and faculty who must identify which community college courses best meet the expectations transfer institutions have for courses that contribute to transfer into a major at specific universities or fulfill general education requirements.

The C-ID descriptor was developed by intersegmental discipline faculty and reviewed statewide. The work being done to develop course descriptors for C-ID numbers is primarily done by CCC and CSU faculty, and the appointment of faculty to the discipline groups (called Faculty Discipline Review Groups or FDRGs) is done by the Academic Senates of the CCC and the CSU. C-ID descriptors are available at https://c-id.net/descriptors.

How does a course get submitted for C-ID?

The community college articulation officer is responsible for submitting courses for C-ID review. The course outline cannot be older than five years and the textbook cannot be older than seven years. Faculty should review the C-ID descriptor and ensure that the community college course is aligned with the C-ID descriptor before requesting that the course is submitted for C-ID. A community college course does not need to be identical

to the C-ID descriptor; it needs to meet the minimum requirements of the C-ID descriptor but the community college course can require more. Faculty should particularly pay attention to the units, prerequisites, course content, and course objectives on the C-ID descriptor.

What happens if a course is approved for C-ID?
If a course is approved for C-ID that information will be added to ASSIST and Colleague. The C-ID approval will then appear in the class schedule, catalog, and WebAdvisor. While C-ID does not automatically ensure university articulation, CSU's may choose to articulate courses once C-ID approval is attained.

What happens if a course is not approved for C-ID?
If a course is not approved for C-ID that information will be emailed to the community college articulation officer, who will forward the information to the appropriate dean, who will share it with the appropriate faculty. The email from C-ID will include specific reasons why the course was not approved, and the timeline by which revisions may be submitted.

Where can I find more information about C-ID?
There is a plethora of information on the C-ID website at www.c-id.net. Additionally, Ohlone has a C-ID FAQ at
http://www.ohlone.edu/org/curriculumcomm/docs/cidfaqs.pdf. For any questions about C-ID, be sure to check with the community college articulation officer.

<u>Programs Types</u>

Associate in Arts and Associate in Science Degrees – According to §55061(a) of the California Code of Regulations, "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, to 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 depth in some field of knowledge to contribute to lifetime interest."

Students are provided with several options for fulfilling the requirements for an associate degree at Ohlone. Each option is designed to meet specific educational goals. It is imperative for students to meet early and often with a counselor to both plan and maintain their educational plan.

Students are eligible for graduation upon the completion of a general education pattern, a major, and an accumulative total of 60 semester units in degree-applicable courses with a minimum of a C (2.0) grade point average (GPA) and with a minimum grade of C in all courses in the major field (including major field electives and supporting courses).

Certificate of Achievement
Certificates of achievement are awarded for the completion of an organized series of courses in a particular emphasis area. These certificates have been approved by the Curriculum Committee, Board of Trustees, and the California Community College Chancellor's Office. Certificates of achievement consist of 18 or more units. Generally, these certificates parallel the major course of study within an occupational associate degree program. Thus, a student always has the option of completing the additional general education, elective, and supporting course requirements to complete an associate degree as well.

A certificate of achievement will be granted to a student who meets the following requirements:
- Maintains a C (2.00) grade point average in the specified courses.
- Completes satisfactorily a specific curriculum or recognized sequence of courses as prescribed by selected faculty and/or an occupational advisory committee, approved by the College Board of Trustees, and published in the applicable curriculum guide.
- Completes six units at Ohlone College for the certificate to be awarded by Ohlone.

Certificate of Accomplishment

Certificates of accomplishment are awarded for the completion of an organized course of study for a specific purpose, usually career or job related. These certificates have been approved by the Ohlone faculty and consist of a maximum of 17.5 units. Certificates of accomplishment are designed to allow students to finish a program in a shorter period of time. Although not as comprehensive as certificates of achievement, these certificates do serve to recognize student achievement in a particular emphasis area. However, per §55070.b of the California Code of Regulations, a certificate of accomplishment cannot appear on a student's transcript.

A certificate of accomplishment will be granted to a student who meets the following requirements:
- Maintains a C (2.00) grade point average in the specified courses.
- Completes satisfactorily a specific curriculum or recognized sequence of courses as prescribed by selected faculty and/or an occupational advisory committee, approved by the College Board of Trustees, and published in the applicable curriculum guide.
- Completes 50% of the required units at Ohlone College for the certificate to be awarded by Ohlone.

The difference between Programs and Program Review:

Program: An academic program is an associate degree (AA, AS, ADT) or certificate (certificate of achievement or certificate of accomplishment). Academic programs are built through the CurricUNET Course Approval Module (http://www.curricunet.com/ohlone).

Who can assist you: Your academic dean can assist you with your questions regarding program creation and revisions.

Program Review: Refers to process that all Ohlone departments, both instructional and non-instructional undergo regularly to review their programs. Program Review is done through the CurricUNET Program and Services Review Module (http://www.curricunet.com/ohlone_reviews/).

Who can assist you: Matthew Ng can assist you with your program review questions. You can contact Matthew at mng@ohlone.edu or 510-979-7569.

Faculty will use the same user name and password to access both CurricUNET modules.

Contact Information:

Curriculum: Robin Kurotori, Curriculum Committee Chair
rkurotori@ohlone.edu
510-742-2350

Kimberly Robbie, Director, Curriculum and
Scheduling/Articulation Officer
krobbie@ohlone.edu
510-659-6165

Katie Alvarez, Curriculum and Schedule Specialist
kalvarez@ohlone.edu
510-659-6455

Articulation: Kimberly Robbie, Director, Curriculum and
Scheduling/Articulation Officer
krobbie@ohlone.edu
510-659-6165

Curriculum Committee: Robin Kurotori, Curriculum Committee Chair
rkurotori@ohlone.edu
510-742-2350

CurricUNET: Katie Alvarez, Curriculum and Schedule Specialist
kalvarez@ohlone.edu
510-659-6455

Robin Kurotori, Curriculum Committee Chair
rkurotori@ohlone.edu
510-742-2350

Distance Learning: Heather McCarty, Distance Education Committee Co-Chair
hmccarty@ohlone.edu

General Education: Janel Tomblin-Brown, General Education Committee Chair
jtomblin-brown@ohlone.edu

Program Review: Matthew Ng, Senior Institutional Research Analyst
mng@ohlone.edu
510-979-7569

Frequently Asked Questions

1. Is my CurricUNET login the same as my WebAdvisor or e-mail account?
   No, unless you have changed your CurricUNET login and password to be the same as your WebAdvisor or email logins. It isn't recommended to have the same login and password. If you forget your CurricUNET password or login contact Robin Kurotori, Curriculum Committee Chair, or Katie Alvarez in the Curriculum and Scheduling Office.

2. How difficult is it to learn CurricUNET?
   Everyone has different learning curves. If you sit down with a seasoned CurricUNET user it is easier to learn then trying to figure it out on your own. It is best to sit down and visually see how it works.

3. Can I access course outlines from different departments?
   Yes, you can access course outlines from any department. Instead of logging into CurricUNET as you normally do, scroll to the bottom of the CurricUNET web page, go to Search, and then click on Courses. In the course number field type in the course number (for example: 123), click on the drop down menu, and locate the department for which you want to view the course outline. Click on the ₩R icon (Word report) and you can save the PDF to your desktop, print it, or view the course outline. The Search function will not retrieve courses that are in process of being revised.

4. What is the process for creating a new course?
   Department faculty collaborate with their dean to create a new course; once an agreement is reached regarding general course content, the proposal is built in CurricUNET. From there the course goes through the entire approval process electronically in CurricUNET. The course is then approved by the Curriculum Committee, Board of Trustees, and the CCCCO; is built in Colleague by the Curriculum and Scheduling Office upon all approvals; and then the Division Office builds sections in Colleague so students can register for the class.

5. When does a new course need to be approved in order to appear in the class schedule and/or catalog?
   Courses for the next catalog and Summer/Fall schedule need to be approved by the December Curriculum Committee meeting. Courses for the Spring schedule need to be approved by the May Curriculum Committee meeting. Refer to the current Curriculum Committee Calendar (http://www.ohlone.edu/org/curriculumcomm/) for precise dates for the term.

6. How do courses appear in the catalog?
   All active courses—with the exception of Selected Topic and Special Projects-- appear in the catalog. Courses are built in Colleague by the Curriculum and Scheduling Office after approval by the CCCCO.   Courses approved by the December Curriculum Committee meeting are eligible to appear in the next year's catalog.

7. Can course numbers be recycled?
   Yes, but not until the course number has been "dead" (unused) for at least 10 years.

8. What are the disadvantages of renumbering courses?
   Renumbering a course may affect articulation; CSU and UC transferability; and CSU and UC General Education approvals. All renumbered courses need to be resubmitted for articulation, transferability, and GE, which could result in closer scrutiny by the CSU and UC and might cause loss of approvals.

9. Where can I find the Curriculum Committee calendar?
   The calendar can be found on the Curriculum Committee web page at
   http://www.ohlone.edu/org/curriculumcomm/.

Reference Websites

Ohlone College Curriculum Committee
http://www.ohlone.edu/org/curriculumcomm/

Ohlone College Distance Education Committee
http://www.ohlone.edu/org/decomm/

Ohlone College General Education Committee
http://www.ohlone.edu/org/gecomm/

Ohlone College Student Learning Outcomes and Assessment Committee (SLOAC)
http://www.ohlone.edu/org/sloacomm/

CurricUNET (Course Approval Module)
http://www.curricunet.com/ohlone

California Community Colleges Chancellor's Office
http://www.cccco.edu/

CCCCO's Program and Course Approval Handbook, 6th Edition
http://extranet.cccco.edu/Portals/1/AA/Credit/2017/PCAH_6thEdition_July_FINAL.pdf

CCCCO's Credit Course Repetition Guidelines
http://extranet.cccco.edu/Portals/1/AA/Credit/2013Files/CreditCourseRepetitionGuidelinesFinal070513.pdf

Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation
http://extranet.cccco.edu/Portals/1/AA/Prerequisites/Prerequisites_Guidelines_55003%20Final.pdf

Data Mart (Data Mart provides information about CCC students, courses, student services, outcomes and faculty and staff)
http://datamart.cccco.edu/

CCC Curriculum
http://www.ccccurriculum.net/

Course Outline of Record, A Curriculum Reference Guide Revised (Spring 2017)
http://www.asccc.org/sites/default/files/COR.pdf

Academic Senate for California Community Colleges
http://asccc.org/

California Bureau of Labor Statistics
http://www.labormarketinfo.edd.ca.gov/

U.S. Bureau of Labor Statistics
http://www.bls.gov/

CCC Association for Occupational Education
http://www.cccaoe.org/

The Research and Planning Group for California Community Colleges
http://www.rpgroup.org/

California Code of Regulations (Title 5)
https://govt.westlaw.com/calregs/Index?transitionType=Default&contextData=(sc.Default)

ASSIST
http://www.assist.org

C-ID
www.c-id.net

CCCCO Templates for Associate Degrees for Transfer
http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/TemplatesForApprovedTransferModelCurriculum.aspx