Chapter Four: Academic Affairs

AP 4020
PROGRAM AND CURRICULUM DEVELOPMENT

Transfer
The college shall offer courses and programs fulfilling requirements for admission to advanced standing in the University of California, California State University system, and many other public and private four-year institutions.

Career Technical Education
The college shall strive to offer each student in a Career Technical Education program the opportunity to acquire the required job skills that will lead to employment. A student planning to enter an occupation or desiring to upgrade job skills shall enroll in one of the occupational curricula as described in the college Catalog.

General Education
The college shall offer general education courses designed to give breadth and coherence to the student’s educational experience. General Education is that part of a student’s educational program which encompasses the common knowledge, appreciations, attitudes and skills needed to become effective as an educated person in our society. Thus, general education is complementary to, but different in emphasis and design from, specialized training for a job, for a profession, or for advanced study in a specific field of knowledge.

Basic Skills
The college shall offer remediation necessary for student success and retention. Basic skills courses shall be designed for students who are nearly college ready but exhibit skill deficiencies more than one level below freshman level English or reading, or two or more levels below transfer level math.

Developmental Studies
The college shall offer courses designed to serve students with specific disabilities in order to assist them in succeeding in programs of study offered by the college. Placement in these classes shall be preceded by individual diagnostic testing and an Individual Education Plan shall be developed for each student.

Noncredit
The college may offer noncredit classes in subject areas that qualify for state funding and meet the requirements of Title 5 of the California Administrative Code. According to the Program and Course Approval Handbook, PCAH, published by the Chancellor’s Office, courses may provide instruction in the following areas:

1. English as a Second Language
2. Immigrant Education
3. Elementary and Secondary Basic Skills
Chapter Four: Academic Affairs

4. Health and Safety
5. Substantial Disabilities
6. Parenting
7. Home Economics
8. Courses for Older Adults
9. Short-Term Vocational
10. Workforce Preparation

Course Numbering System

A. 1-99

Courses numbered 1 through 99 are baccalaureate level courses, carrying lower division credit at four-year colleges and universities. Courses numbered 1-99 will meet the Title 5 course classification standards for credit, degree applicable courses. “Baccalaureate applicable” courses in the 1 through 99 series meet the following criteria:

1. The course is parallel to a lower division course offered at a California State University or University of California campus, or taught at the baccalaureate level at a minimum of three other California community colleges;
2. The course has procedural rigor and treats subject matter at a university level.

The transfer status of courses will be indicated following the course description in the college catalog and the schedule of classes in one of the following ways:

1. Transfer credit: CSU
2. Transfer credit: CSU; UC
3. Transfer credit: CSU, UC with limitations: (each limitation is stipulated in detail in both the catalog and schedule).
4. Transfer credit: CSU, UC with conditions: (each condition is stipulated in both the catalog and schedule).
5. Transfer credit CSU: UC pending review.

NOTE: items 3-5 are not data elements, but rather local coding

B. 100-199

Courses numbered 100 through 199 are intended as associate degree level courses and are not transferrable. Some CTE courses may transfer to four-year schools in certain occupational curricula. These courses meet the Title 5 course classification standards for credit, degree applicable courses.
C. 200-299

Courses numbered 200 through 299 are nontransferable and are not intended as associate degree level courses. These courses will meet the Title 5 course classification standards for credit, non-degree applicable courses. These courses will not count in calculating the degree applicable GPA.

D. 500-599

Courses numbered 500-599 are noncredit courses. These courses will meet the Title 5 course classification standards for noncredit courses and are in the ten allowable areas of instruction.

Credit Hours
Title 5, section 55002.5, establishes the minimum expected time on task (lecture, study, and/or lab work) that is necessary to award one unit of credit. A minimum of 48 hours on the semester system of lecture, study, or lab work is required for one unit of credit regardless of term length. In practice, the number of hours varies among courses but is generally within the range of 48-54 hours per unit. For each hour of lecture, it is assumed that students will be required to spend an additional two hours of study outside of class. The number of units awarded for laboratory courses is generally based on the number of hours of laboratory work, presuming that students complete most required work in class.

For lab units, it has not traditionally been expected that the student will study outside the classroom. Therefore, the number of units granted is generally based entirely on the number of hours performed under the immediate supervision and control of a qualified academic employee. For example, 54 hours of chemistry laboratory (three hours per week over 18-weeks) would grant one semester unit of credit, whereas 54 hours of chemistry lecture would grant three units of credit.

The following examples apply to semester units and illustrate the standard for curriculum at Cabrillo College:

Lecture or Lab Only Courses
* One-unit lecture course = 18 hours in-class lecture plus 36 hours out-of-class study
* One-unit laboratory course = 54 hours in-class laboratory

Lecture and Lab Combined
* Three units (2 units of lecture and 1 unit of lab) = 36 hours in-class lecture, 54 hours in-class laboratory, plus 72 hours out-of-class study

The college may award one unit of lab credit for only two hours per week of hands-on computer instruction or other activity course, where it is expected that students will do at least one hour per week of homework. [source: PCAH]
Regardless of the format of the course, the mode of instruction, or the delivery system used, it is expected that students will devote at least 54 total hours of time (in class plus outside of class study or homework time) for each unit of credit.

I. Curriculum Committee

The Curriculum Committee, a standing committee of the Faculty Senate, coordinates curriculum development and review. The faculty chairperson is appointed by the Faculty Senate President. All instructional divisions and counseling must be represented by a faculty member at the Curriculum Committee meetings to constitute a quorum. The Curriculum Committee procedures follow the Ralph M. Brown Act, Government Code section 54950.

II. New Course Proposals and Changes to Existing Courses

A. Proposals may be submitted to the Curriculum Committee in the fall or spring semesters. Implementation occurs following approval of the Curriculum Committee, the Cabrillo College Governing Board, and the Chancellor’s Office.

B. Proposals are initiated by the faculty members following review by the department initiating the proposal.

C. Before new course proposals and modifications are considered by the Curriculum Committee, they undergo extensive review, which includes the division’s curriculum committee representative (a faculty member), the Articulation Officer, the Director of Library/Learning Resources (or designee), the division’s Instructional Dean, the Chair of the Content Review Committee, the Student Learning Outcome Coordinator, the Distance Education Coordinator (if applicable), and the Vice President of Instruction. The reviewers check for:
   1. Overall completeness and accuracy
   2. Accurate numbering and credit status
   3. Accurate transferability information
   4. Hour (lecture/laboratory) and unit consistency
   5. Potential interdepartmental conflicts
   6. Requisite appropriateness
   7. Lecture/laboratory and classroom activity consistency
   8. Compliance with Title 5 requirements
Chapter Four: Academic Affairs

D. Once reviewers have completed their work and necessary revisions are made, proposals are placed on the Curriculum Committee’s agenda for information then action at a second or subsequent meeting, in compliance with the Brown Act.

E. Formal approval by the Curriculum Committee is required to move the course forward. Once the Faculty Senate reviews and accepts the actions of the Curriculum Committee, proposals must be approved by the Cabrillo College Governing Board. New proposals and modifications requiring Chancellor’s Office approval must receive that approval before they can become available to students.

F. Curriculum records are maintained by the Instruction Office.

III. New Programs of Instruction

A. In an effort to insure an orderly and coordinated development of instructional programs that will service the needs of students and the community, attention will be given to the following considerations:
   1. Clear demonstration of need
   2. Consistency with overall college goals and objectives
   3. Complete cost and income analysis
   4. Appropriate location of program within division
   5. Staffing implications
   6. Adequacy of college support
   7. Need for new facilities
   8. Anticipated enrollment
   9. Regional articulation

B. After tentative endorsement by the division, the department and the Office of Instruction will jointly develop and conduct a thorough needs assessment to determine whether a clear demonstration of need exists.

C. If the results of the needs assessment demonstrate a need for the program, a written proposal will be developed by the department and will provide necessary information listed in “A” above and all information required for State approval.

D. The new program proposal shall be approved by the division in which the program will be located, by the Division Dean, and by the Vice President of Instruction.

E. Proposals shall be submitted to the Curriculum Committee in the spring semester for implementation following approval by the Chancellor’s Office.
F. Before new program proposals are forwarded to the Curriculum Committee, they will first be reviewed by Administrative Review, which includes the Articulation Officer and the Instructional Deans, Director of Library/Learning Resources, Articulation Director, SLO Coordinator, and Distance Education Coordinator (if applicable). Following the Administrative Review, the curriculum will be reviewed by the Division Dean, and the Vice President, Instruction or designee. The originator will be asked to revise the proposal if information is deemed incomplete, inappropriate or inaccurate. Once all reviewers have reviewed the proposal, it will be placed on the Curriculum Committee agenda for introduction and action. At the first Curriculum Committee meeting, in a consecutive series of meetings, committee members may raise questions concerning the proposal. In the event that additional information is required, the originator or his/her representative may answer questions at a subsequent scheduled meeting.

G. After originators have been given an opportunity to answer questions about proposals, they will be acted upon by a vote of the Curriculum Committee at a subsequent meeting. The Curriculum Committee procedures follow the Ralph M. Brown Act, Government Code section 54950.

H. After approval by the Curriculum Committee, if the proposal is for a Career Technical Education program, it shall be presented for Regional Consortium review.

I. New program proposals approved by the Curriculum Committee are forwarded to the Faculty Senate for review and approval.

J. The Faculty Senate forwards its recommendation to the Vice President, Instruction. K. After review by the Faculty Senate the Vice President, Instruction recommends to the Superintendent/President who will recommend to the Governing Board

L. Following Governing Board approval and review of CTE programs by the Regional Consortium, the Office of Instruction will submit to the Chancellor’s Office a request for approval of the program. Program descriptions and degrees shall not be published in the College Catalog prior to Chancellor’s Office approval of the degree or certificate.

IV. Instructional Planning

The purpose of Instructional Planning is to recognize quality and assist in the continuous strengthening and improvement of the college academic program as well as the support services in the instruction component. The process is designed to provide a rigorous examination of programs and their outcomes, to develop new insights into program effectiveness, to suggest ways in which programs can become more responsive to student
and community needs, and to provide information for resource allocation within
departments and within the college. All programs and services will be reviewed every six
years and programs will provide one-page annual updates to the Office of Instruction in
the intervening years.

A. Instructional Planning Process

College programs will participate in the instructional planning process at least
once every six years with annual updates and more frequently when
conditions warrant it. Discipline areas will be provided with information to
assist them in planning. Data will include: weekly student contact hours, number of majors, retention rates, numbers of graduates, follow-up reports on
graduates, employer and labor market information, and major internal and
external trends, for example: employment and population trends, part-
time/full-time trends, and other demographics.

The information will be supplemented by information gathered by the faculty
through surveys of faculty and students, through curriculum review, and
through study of the employment area and/or university curriculum. Based on
this analysis, the discipline area will review and, revise course outlines and
requisites, and will develop an instructional plan that will be submitted to the
Vice President, Instruction and the Council for Instructional Planning. This
information will then become a part of budget and staffing proposals and the
College Master Plan.

B. Career Technical Program Needs Assessment

1. A needs assessment will be conducted for each Career Technical
Education program at least every two years or when conditions warrant it.
This review shall demonstrate that the program continues to meet a
documented labor market demand, does not represent unnecessary
duplication of other workforce development programs in the college’s
service area, and is of demonstrated effectiveness as measured by the
employment and completion success of its students. The Career
Education Office, in cooperation with the divisions and the Planning and
Research Office, will establish the schedule for the assessments.

2. The Planning and Research Office will conduct the needs assessment in
collaboration with the Career Education Office. Assessment of the labor
market may utilize a variety of resources including the CTE Employment
Outcomes Survey, published and online labor market information
available from a variety of sources, consultation with the Workforce and
Economic Development Regional Consortium, and direct surveys of local
and regional employers carried out by the institutional researchers with the
assistance of the appropriate department(s) or division(s).
3. The results of the needs assessment will be shared with the department, the Program Chair, the Division Dean, and the Vice President of Instruction.

4. When the findings of the needs assessment indicate the need or opportunity for follow-up action, the Program Chair, and members of the department will meet to discuss results and possible follow-up actions.

5. When follow-up action is appropriate the Program Chair, Division Dean, and Career Education Office will meet to recommend actions to be taken, or further research to be done, as a result of the needs assessment.

6. The Program Chair will submit a written summary of the assessment, findings, and any recommended follow-up actions to the appropriate deans and Vice President, Instruction for review and approval. The Division Dean and/or Career Education Office may also recommend follow-up actions. The action plan may be brought to the Council on Instructional Planning or the Instruction Council when engagement of other college departments will support successful execution of the plan. The Vice President, Instruction will forward the needs assessment reports and any action plans to the Governing Board for review and approval and may initiate other actions as appropriate.

Legal References:
Title 5 Sections 51021, 55000 et seq., and 55100 et seq.
ACCJC Accreditation Standard II.A
US Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended
Ed Code 78016

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