

**PALO VERDE
COLLEGE
CURRICULUM
GUIDE**

UPDATED OCTOBER 2019

**APPROVED WITH CHANGES AT CURRICULUM
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Palo Verde College Curriculum Guide

CONTENTS

Page

<u>Preface</u>	2
<u>Quick Start: Proposing New and Revised Courses, Certificates, and Associate Degrees</u>	3-5
<u>The Curriculum Committee</u>	6-8
<u>The Course Outline of Record</u>	8-9
<u>Key Components of the Course Outline of Record</u>	9-11
<u>The Course Outline of Record vs. the Course Syllabus</u>	11-12
<u>Modality of Courses</u>	12
<u>Content Review</u>	12
<u>Certificates and Associate Degrees</u>	12
<u>Program Review</u>	12

Preface

Since the Curriculum Guide was last updated, the following changes occurred in regards to Curriculum processes:

- The creation of a Technical Review Committee (TRC). The TRC is a sub-committee of the Curriculum Committee and reviews course outlines, certificates and degree proposal drafts prior to submission to the Curriculum Committee, in an effort to eliminate common problems beforehand.
- A new position was created titled Curriculum and Catalog Specialist in July, 2019. The Curriculum and Catalog Specialist is responsible for the preparation of the TRC and Curriculum agenda and materials and updating curriculum and academic program websites. Also, reviewing and editing curriculum documents and course outlines and programs of study as appropriate; assuring compliance of District Board policies and Title V regulations, and training and assisting faculty and staff in completing on-line course outline forms within eLumen.
- eLumen is an online program launched Fall, 2019 where all the course outline of records and programs are housed. Any edits or additions to courses or programs are completed through the eLumen workflow process.

Quick Start: Proposing New and Revised Courses, Certificates, and Associate Degrees

COURSES

Steps for Division Faculty:

1. Discuss the new or revised course idea with other division faculty, and if applicable, with faculty from other divisions.
2. Complete and submit the Course Outline of Record in eLumen with a proposed effective semester.
3. Discuss transfer and articulation options with the Articulation Officer, if applicable.
4. Ensure that a faculty representative attends both TRC and Curriculum meetings to present the course proposal and answer questions from the TRC and Curriculum Committee members.

Subsequent Steps:

5. If the Curriculum Committee rejects the proposal, the proposal is returned to the instructor with an explanation.
6. Division faculty members, may at their option, revise the course proposal within eLumen and re- submit it to the Curriculum Committee at a subsequent meeting.
7. Once accepted by the Board of Trustees, the Office of Instruction and Student Services prepares the appropriate application, if required, to the Chancellor's Office. (Note: Review California Education Code Section 55070, Credit Certificates, for conditions requiring approval by the System Office.).

Applicable Education Code Sections:

53200	Definitions/Academic Senates
55000	Definitions/Program, Course and Class...
55002	Standards and Criteria for Courses
50003	Policies for Pre-Requisites
58106	Limitations on Enrollments

CERTIFICATES

Steps for Division Faculty:

1. Discuss the new or revised certificate idea with other division faculty, and if applicable, with faculty from other divisions.
2. Prepare a proposal of the certificate within eLumen with a proposed effective semester, a listing of student learning outcomes and all items consistent with the requirements listed in Education Code Sections 55070 and 55130.
3. Complete new Course Outlines of Record within eLumen, if needed, to support the certificate program.
4. Ensure that a faculty representative attends both TRC and Curriculum meetings to present the course proposal and answer questions from the TRC and Curriculum Committee members.

Subsequent Steps:

5. If the Curriculum Committee rejects the proposal, the proposal is returned to the instructor with an explanation.
6. Division faculty members, may at their option, revise the course proposal within eLumen and re-submit it to the Curriculum Committee at a subsequent meeting.
7. Once approved, the Office of Instruction and Student Services transmits the course proposal to the Board of Trustees for review and acceptance.
8. The Office of Instruction and Student Services, with appropriate faculty representation, presents the certificate proposal to regional oversight committee, if applicable.
9. Once accepted by the Board of Trustees, the Office of Instruction and Student Services prepares the appropriate application, if required, to the Chancellors Office. (Note: Review California Education Code Section 55070, Credit Certificates, for conditions requiring approval by the System Office.)

Applicable Education Code Sections:

- | | |
|-------|-----------------------------|
| 55070 | Credit Certificates |
| 55130 | Approval of Credit Programs |

ASSOCIATE DEGREES

Steps for Division Faculty:

1. Discuss the new or revised associate degree idea with other division faculty and all faculty of the Academic Senate.
2. Discuss the new or revised associate degree idea with the Office of Instruction and Student Services.
3. Prepare a proposal of the associate degree within eLumen with a proposed effective semester, a listing of student learning outcomes and all items consistent with the requirements set forth in Education Code Sections 55061, 55062, 55063 and 55130.
4. Complete new Course Outlines of Record within eLumen, if needed, to support the associate degree program.
5. Ensure that a faculty representative attends both TRC and Curriculum meetings to present the course proposal and answer questions from the TRC and Curriculum Committee members.

Subsequent Steps:

6. If the Curriculum Committee rejects the proposal, the proposal is returned to the instructor with an explanation.
7. Division faculty members, may at their option, revise the course proposal within eLumen and re- submit it to the Curriculum Committee at a subsequent meeting.
8. Once approved, the Office of Instruction and Student Services transmits the course proposal to the Board of Trustees for review and acceptance.
9. Once accepted by the Board of Trustees, the Office of Instruction and Student Services prepares the appropriate application, if required, to the Chancellor's Office.

Applicable Education Code Sections:

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

The Curriculum Committee

Purpose:

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

Reporting Relationship:

New, revised and updated courses and programs, as well as recommendations for course and program termination, are submitted by the faculty member of the academic or vocational division directly to the TRC Committee for review. The TRC Committee then submits the proposal to the Curriculum Committee where, once approved, offers its recommendations for acceptance by the Board of Trustees via the Office of Instructional and Student Services.

Membership and Responsibilities:

The Curriculum Committee consists of faculty representatives from each academic and vocational division; a representative from the Associated Student Government; the College Librarian; the Director of Admissions and Records; the Articulation Officer; and the Curriculum and Catalog Specialist. The Curriculum Committee is co-chaired by the Vice President of Instruction and Student Services and a faculty member.

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

- Facilitate meetings;

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

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

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

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

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

The responsibilities of each Curriculum Committee member are to:

- Inform member's division faculty of Curriculum Committee actions;

- Assist faculty in preparing curriculum proposals;

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

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

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

Duties:

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

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

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

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

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

Evaluate courses as to program and associate degree applicability;

Accept, reject, or suggest modifications of curriculum proposals. Encourage the development of timely and innovative curricula.

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

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

Articulation Officer

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

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

Director of Admissions and Records

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

Librarian

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

Meetings

The Curriculum Committee meets monthly, typically on the 2nd Thursday.

Voting:

Voting will follow Robert's Rules of Order. Voting is confined to voting members of the Curriculum Committee

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

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

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

The Course Outline of Record

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

Responsibility for maintaining course outlines of record, and overseeing updates, rests with the Office of Instruction and Student Services. Current course outlines of record for all Palo

Verde College courses are posted on the College website, on the Curriculum Committee page. Course outlines of record are required to be reviewed for content and updated by faculty and approved by the Curriculum Committee at least once every five years; the review is coordinated by the Faculty Curriculum Co-Chair (see Content Review section, below).

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

“The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, the expected number of contact hours for the course as a whole, the prerequisites, co-requisites or advisories on recommended preparation (if any) for the course, the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing assignments, other outside of class assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students.”

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

The eLumen course outline of record template may be found on the College website, on the Curriculum Committee page.

Key Components of the Course Outline of Record

Course Information

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

Catalog Description

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

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

Hours Per Week: Lecture, Lab, Clinic/Field

Indicate the number of contact hours per week for lecture, lab and clinic/field. Methods of contact between faculty and students may include, but are not limited to: face-to-face meetings and consultation, field trips, library workshops, orientation and review sessions, email, regular mail, faxes, telephone, and other forms of contact the purpose of which is to enable the faculty member

to provide students with written or spoken commentary regarding students' work and course progress.

Pre-requisites/Co-requisites/Advisories of Recommended Preparation

Pre-requisites, co-requisites or advisories of recommended preparation must comply with the California Ed Code. The requisites or advisories will be evaluated by the Curriculum Committee for consistency with provisions of the California Education Code, Section 55003 and with policies established by the Palo Verde College Academic Senate and Board of Trustees.

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

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

Objectives and Student Learning Outcomes

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

Course Outline and Scope

1. Topic outline. The outline of topics or content is a listing of the topics or subject areas within the discipline that the course is supposed to cover.
2. Activities for lab or clinic. For lab courses or courses with clinic or field hours, list activities or topics covered in the lab or clinic.
3. Reading assignments. Self-explanatory
4. Writing assignments. Self-explanatory
5. Assignments outside of class. This refers to assignments students are expected to prepare outside of class time; these would include essay and report writing, reading, and other assignments.
6. Assignments demonstrating critical thinking. These types of assignments ask students to develop skills in evaluation, judgment, argument, debate, defending a point of view and related processes of thinking.
7. Other assignments. Self-explanatory
8. Assignments uniquely distance education. Self-explanatory

Method of Evaluation— Face to Face

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

Method of Evaluation— Correspondence Education

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

Method of Evaluation— Distance Education

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

Method of Instruction— Face to Face

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

Method of Instruction— Correspondence Education

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

Method of Instruction— Distance Education

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

Representative Textbooks and Other Reading and Study Materials

This section includes the titles, authors and publication dates of all textbooks and supplementary materials that may be used in the course. Even though the instructional materials are *representative* and may not necessarily be the actual materials used by the instructor, the specificity is important because it establishes a standard for the division faculty members and Curriculum Committee on which to evaluate the academic rigor and currency of the course. Representative textbooks and other materials listed in the course outline of record are also examined by four-year institutions as part of the evaluation for transferability and articulation. In these cases, textbooks are expected to be current, that is, possessing a publication date not exceeding five years prior to the date of approval of the course with the inclusion of “or most current edition”.

The Course Outline of Record vs. the Course Syllabus

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

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

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

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

Modality of Courses

Courses offered in each modality or mode of instruction must be identified in the course outline of record. When a course is offered in any/all of the three modes of instruction, the course outline of record must be reviewed and approved by the Curriculum Committee separately for each mode. The course outline of record shall describe the regular, effective contact between instructor and students.

Content Review

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

Certificates and Associate Degrees

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

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

Program Review

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