**FEATHER RIVER COLLEGE CURRICULUM HANDBOOK**

**PREPARED BY**

**OFFICE OF INSTRUCTION**

**Board Approved**

**IN DRAFT FORMAT – JUNE 2017**

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Feather River College CurriQunet Handbook link…

<https://www.frc.edu/instruction/curriculum-development>

I. Introduction to the Handbook and Curriculum Committee Function, Composition, and Responsibilities

Purpose

This handbook is to provide information to faculty and staff for developing courses and programs, writing course outlines, navigating through the course and program approval process, and understanding the state requirements, which dictate the community college curriculum.

Curriculum Committee Function and Composition

Title 5 requires that all courses and programs be first approved by a college committee:

§ 55002 (1) *Curriculum Committee. The college and/or the district recommending the course shall be established by mutual agreement of the college and/or district administration and the academic senate. The committee shall be either a committee of the academic or a committee that includes faculty and otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the academic senate.*

The Academic Senate’s document, *The Curriculum Committee*, states:

*The curriculum committee reviews and recommends courses and programs functioning under policies and procedures set by the academic senate (either through primary advice to or mutual agreement with the board.) The composition of the curriculum committee is agreed upon mutually even if for other curriculum policies and procedures the board relies primarily upon the senate. The board approves courses and programs recommended directly by the curriculum committee and with assurance of the academic senate that established policies and procedures have been reviewed and followed.*

The primary function of the Curriculum Committee is to foster faculty leadership and student participation in the curriculum decision-making processes. This committee examines proposals submitted for adding or expanding, deleting, or modifying programs and courses; evaluates courses and programs in terms of their general education, transfer, and occupational purpose; and makes recommendations to the Academic Senate on submitted proposals.

The college’s Academic and Classified Senates appoint and approve the faculty and staff representatives while other members serve on this committee meeting by virtue of their position. According to the college’s administrative procedure, AP 4020, the Curriculum Committee membership includes ten members, eight of whom are voting members:

Chair, Division of Professional & Technical Studies

Chair, Division of Arts & Sciences

Academic Senate President (Ex-Officio Member)

Articulation Officer

Two Faculty selected by Academic Senate

Classified Staff Representative (Advisor/Counselor)

Associated Student Body President (or designee)

Dean of Instruction (or designee) (non-voting except in cases of a tie vote)

College Registrar (non-voting)

The committee meets every first and third Wednesday of each month during the academic year from 12:00 pm - 1:00 pm and the meeting room will be designated at the beginning of each semester. Additional meetings may be held on an as needed basis. The agendas and minutes are prepared and distributed by the Office of Instruction. All agenda items are to be submitted to the Instruction Office at least one week prior to the scheduled meeting.

Curriculum Committee Responsibilities

The Curriculum Committee is a standing committee that is charged with guaranteeing that all courses and programs meet the standards for approval stated in Title 5 and the Chancellor’s *Program and Course Approval Handbook*. The committee’s responsibilities include determining approval/denial of all new and revised courses, programs certificates and majors, recommendations from advisory committees, interpreting and communicating all curriculum standards and requirements to the college, consulting with faculty who are developing and revising courses and programs, and maintaining communication with the Academic Senate.

The submission of proposed and revised course outlines, distributing course outlines, following-up after the approval process, keeping records of all agendas and committee actions, and submitting all information or form(s) to the State will be the responsibilities of the Office of Instruction.

II. California State Requirements for Course Approval

Overview of the Curriculum Process

Curriculum development and approvals rest with the Curriculum Committee, the Dean of Instruction, the Academic Senate, the College President, the District Board of Trustees, and the State Board of Governors. All courses and programs must meet five basic criteria and those standards as stated in the most recent version of the Chancellor’s Office Program and Course Approval Handbook (PCAH), General Guidelines and Information.

A. Appropriateness to Mission.

Programs and courses must be congruent with the mission statement and master plan of the college and district; must be directed at the appropriate level for community colleges; must address a valid transfer, occupational, basic skills, civic education, or lifelong learning purpose; and must provide distinct instructional content and specific instructional objectives.

B. Justification.

Proposed programs and courses must be justified in their ability to support existing curriculum or to provide new curriculum that meets the academic and vocational needs of students.

C. Curriculum Standards.

Title 5 mandates that all credit and noncredit curriculum must be approved by the college’s curriculum committee and district governing board (pursuant to chapter 6, subchapter *2*, and beginning with section 55100). Title 5, section 55130(b)(8)E, also requires that credit programs must be reviewed by Career Technical Education Regional Consortia when applicable. The proposed program or course must also be consistent with requirements of accrediting agencies as applicable. When a college is seeking program approval, the Chancellor’s Office requires that the college provide a description of the local approval process, along with supporting documentation from advisory committees, local industry, and transfer institutions.

D. Adequate Resources.

The college must demonstrate that it has the resources to realistically maintain the program or course at the level of quality described in the proposal. This includes funding for faculty compensation, facilities and equipment, and library or learning resources. The college must also demonstrate that faculty are available to sustain the proposed required course(s) and to facilitate student success. The college must have the resources needed to offer the course(s) at the level of quality described in the COR. The college must commit and programs must be prepared to offer all of the required courses for the program at least once every two years, unless the goals and rationale for the particular program justify a longer time frame as being in the best interests of students.

E. Compliance.

The design of the program or the course must not conflict with any law, including state and federal laws, both statutes and regulations. Laws that particularly affect community colleges, as well as any other laws that may affect the program or course, such as licensing laws in a particular occupation, need to be considered.

Standards for Degree-Applicable and Credit Courses

The curriculum committee approves all degree-applicable credit courses based on the following standards:

A. Grading Policy.

This is based on uniform standards pursuant to title 5, section 55023, that demonstrates proficiency in subject matter by means of written communication, problem solving, and/or skills demonstrations, as appropriate to the course content.

B. Units.

This is based on a relationship specified by the governing board in compliance with title 5, section 55002.5, which requires a minimum of 48 hours of lecture, laboratory, out-of-class assignments, or other types of study for one unit of credit. For each hour of lecture, the course requires two hours of study and/or laboratory and/or assigned activity. Laboratory courses, however, may require minimal work outside of class scheduled meeting time.

C. Intensity and Rigor.

As evidenced by the outline of course topics, course objectives, assignments, assessments, and reading materials identified in the COR. Achieving the objectives of degree-applicable credit courses must require students to study independently outside of class time. There is an expectation that students will spend two hours outside of class for each hour of lecture.

D. Prerequisites and Co-requisites.

Required preparation for success in the course as determined by the curriculum committee in compliance with title 5, section 55003.

E. Basic Skills Requirements.

These requirements may include eligibility to enroll in specific English and/or mathematics courses as determined by an approved assessment method using multiple measures.

F. Critical Thinking.

The course requires critical thinking, and the understanding and application of concepts at the college level.

G. Level.

The course requires learning skills and a vocabulary appropriate for a college course.

Standards for Non-degree Applicable Credit Courses (Title 5, Section 55002)

All non-degree credit courses must meet specific standards very similar for Associate Degree credit courses. The types of courses that are non-degree applicable credit courses fall within one of the following categories:

A. Non-degree applicable basic skills courses as defined in subdivision (j) of section 55000.

B. Courses designed to enable students to succeed in degree applicable credit courses including but not limited to college orientation and guidance courses, discipline-specific preparatory courses which integrate basic skills instruction throughout and assign grades partly upon mastery of those skills.

C. Pre-collegiate career technical preparation courses designed to provide foundation skills for students preparing for entry into degree applicable credit career technical courses or programs.

D. Essential occupational courses for which meeting the standards above are neither necessary nor required.

Standards for Noncredit Courses (Education Code 84757)

These noncredit courses must meet specific standards very similar for Associate Degree credit courses and fall within one of the following categories:

A. Parenting, including parent cooperative preschools, classes in child growth and development and parent-child relationships.

B. Elementary and secondary basic skills and other courses and classes such as remedial academic courses or reading, mathematics, and language arts.

C. English as a Second Language, ESL.

D. Classes or courses for immigrants eligible for educational services in citizenship, English as a Second Language, and workforce preparation classes in basic skills of speaking, listening, reading, writing, mathematics, decision-making and problem solving skills, and other classes required for preparation to participate in job-specific technical training.

E. Education programs for substantially handicapped persons.

F. Short-term vocational programs with high employment potential including apprenticeships.

G. Education programs for older adults.

H. Education programs for home economics or also known as Family and Consumer Sciences.

I. Health and safety education.

Course Outline of Record as a Legal Document

Title 5 requires that every course outline be presented by a Course Outline of Record (COR), an official public document approved by the curriculum committee, the Academic Senate, the Board of Trustees, and the Chancellor’s Office. Course Outlines of Record are legal documents containing course instruction information and it must be evident in the COR that all Title 5 standards are met.

Furthermore, the course outline of record states the student learning outcomes, the course objectives and its content, and level of rigor for which students and faculty will be held accountable; provides the basis for determining the degree of preparation (prerequisites, co-requisites, and/or advisories) that students need to advance successfully through a series of courses; ensures consistent, quality instruction (from instructor to instructor, section to section, and year to year) in the classroom by clearly identifying standards and content of the course to be taught while providing flexibility for individual instruction; plays a critical role in the on-going process of program review by which the college seeks to keep its curriculum relevant and to allocate its resources sufficiently to maintain its programs; demonstrates that all of the required components, as specified in Title 5, are present in the course to the required degree of rigor; serves as documentation of the college’s academic standards and quality for accreditation. Additionally, the course outline of record is an essential element in the transfer process because it is submitted for approval as meeting California State University General Education (CSU/GE) breadth requirements and for inclusion in the Intersegmental General Education Transfer Curriculum (IGETC) and is the basis for evaluation of the transferability of courses and evidence of their equivalence to those courses offered at the four-year institutions.

III. The Curriculum Development and Approval Process

The following sequence should be adhered to when creating or revising a course. All steps are essential to make sure that the course meets State approved standards as well as, when appropriate, requirements for occupational programs, regulating agencies, and/or transfer institutions.

Initial Steps in Course Development or Revision

A. Discussion and Research.

 The development of any new courses or the revision of an existing course should begin with dialogue and research within the department and should involve collegial discussion.

B. New or Revised Courses.

 It is important to determine whether a similar course already exists or has existed because it may be more efficient to substantially revise an existing course or reinstate a previously inactive course. According to Title 5, certain types of revisions to an existing course may change the course so significantly that a new course proposal is required.

C. Terminating or deactivating a Course.

 Sometimes it may be necessary to terminate or deactivate certain courses from the current inventory. Termination means that the course and the course number may never be used again; deactivation means that the course may be resurrected or revised in the future. Course outlines that are terminated or deactivated remain in the database, but the numbers can never be applied to any other course in the discipline.

Writing the Course Outline of Record (COR)

The steps listed below represent the typical sequence of events:

1. For new vocational courses, the advisory committee for the program should review and approve new course proposals before submission to the Office of Instruction.
2. After consultation with the appropriate Division Chair, the faculty member completes the required course outline of record in the curriculum-management system (e.g., Curricunet) and launches it for subsequent review into the curriculum-approval workflow. Course outlines that list required or recommended courses for student preparation must address how the preparation supports the target course. Other information that may be required for the course such as considerations related to offering the course through distance education must be addressed in the COR.
3. Upon being launched by the originator, the course will be reviewed according to the curriculum-approval workflow and will include action by the Curriculum Committee.
4. All course outline proposals will appear first as discussion items for review; when all points have been clarified, at this or subsequent meetings, the item then goes on the consent or discussion action agenda. The Curriculum Committee, after discussion, takes action to approve, disapprove or table the proposal. During this review process, the originator of the proposed course outline should attend the meeting to answer any questions about the outline. However, submission of a detailed written rationale may alleviate the need to attend the Curriculum Committee meeting. In the absence of the originating faculty member, the Division Chair will assume this role.
5. All actions taken by the Committee will be noted in the minutes. The Curriculum Committee shall give notice of its recommendations to the Academic Senate which will forward its recommendation to the Superintendent/President in a timely fashion.
6. Approved curriculum items requiring District Board of Trustees' approval are transmitted to the Superintendent/President for placement on the Board agenda.
7. If approved by the Board of Trustees, the Office of Instruction forwards appropriate items to the Chancellor’s Office of the California Community Colleges.
8. The Office of Instruction will take all appropriate steps to implement all actions approved by the Board of Trustees and/or college approved items not requiring Board action.
9. Course outlines for all approved programs and courses will be reviewed and updated at least every four (4) years.

Revising the Course Outline of Record

Because course outlines are to be updated every four years, the consideration and approval of course outline revisions consumes a considerable amount of the Curriculum Committee’s time. To streamline the course approval process, it should be recognized that not all changes in the course outline of record are of equal impact. Full curriculum committee review should apply only to those changes that require re-evaluation of criteria to assure that standards in Title 5 and the Program and Course Approval Handbook continue to be met. To that end, the Academic Senate suggests the following guidelines for curriculum committee action on proposed course changes.

Full Review by the Curriculum Committee: Substantive Changes

Full review means a complete analysis of the entire course outline of record by the complete curriculum committee and a motion for approval by the full committee. The following substantive changes should trigger a full review:

* major change in Catalog Description, Objectives, or Content which
	+ - alters the need or justification for the course
		- calls into question the ability of the course to meet standards in Title 5 or the Program and Course Approval Handbook
* change in units and hours
* change in number of repetitions
* change in credit/noncredit status
* change in prerequisites, co-requisites and advisories
* change in modality, e.g. distance education (requires a separate review process)
* delivery in a highly compressed time frame
* offering a course in experimental status
* determination of imminent need to initiate expedited approval



Approved on the Consent Agenda: Minor Changes

Changes which do not affect statutory or regulatory curriculum standards, but require judgment of the extent to which this is true, routed through an abbreviated workflow that includes the approval of the curriculum committee. It is recommended that a prior review take place to ensure that the course changes are such that standards are not affected. This review can be done by division faculty or a technical review subcommittee of the curriculum committee, but should not be just an administrative review. Members of the full curriculum committee are required to read the revised and previous course outlines and the accompanying rationale. They may pull the item from the consent agenda for discussion if necessary. Otherwise, no comment is needed prior to a full committee vote.



It is recommended that the following minor changes to the course outline of record be approved on the consent agenda as recommended either by vote of the division faculty or the technical review subcommittee:

* minor, non-substantive changes in Catalog Description, Objectives, or Content (see above)
* change in course number (within college policy)
* change in course title
* add/drop from an associate degree or certificate program (must continue to be of two year or less duration)
* add/drop from the associate degree general education list.

Information Item Only/No Action: Technical Changes

It is recommended that the following changes be accepted as information items only, with no action required, upon the advice of the division/departmental faculty or technical review committee. Technical changes include:

* non-substantial changes in term length (as long as the Carnegie relationship is maintained)
* changes in the Text and/or Instructional Materials
* changes in the sections on Methods of Instruction, Assignments, or Methods of Evaluation (as long as these changes are minor, they continue to enable students to meet objectives, they fully cover the stated content, and they would not trigger the need for a separate review re-evaluation such as is required for ensuring regular effective contact in distance education), and
* addition of a focus area to a special topics course.

IV. Components of the Course Outline of Record (COR)

Integrated Course Outline

As mentioned, the course outline must include essential information about a course, as specified by Title 5. This section of the handbook will provide guidelines on how each component of the COR should be written to accurately represent how the course meets and complies with the State’s standards. The components should work together to reflect the integrity of the course. Specifically, this means that college-level critical thinking and the basic theory and concepts of the discipline are evident throughout the course outline. This critical thinking and course content should be clearly specified in the student learning outcomes, objectives, level of content, rigor of assignments and how they are evaluated, and through proper textbook choice. It is important that student learning outcomes are clearly supported by objectives, that the content listed in the Topics section must relate to the SLOs and objectives, and that assignments reflect and assess students’ achievement of the SLOs and objectives.

Difference between the Course Outline and Syllabus

Although the COR and the syllabus may contain similar information, they have different functions in the institution. The course outline gives the basic components and requirements of the course that all instructors must teach. The COR serves as the basis for a “contract” among the student, instructor, and the college identifying the expectations which will serve as the basis of the student’s grade and giving fundamental required components of the course to enable any student, who successfully completes all of the assigned work prescribed in the outline, to successfully meet the course objectives.

A syllabus describes how an individual instructor will carry out the terms of the COR through specific assignments. Syllabi give specific dates, grading standards, and other rules of conduct.

Prefix and Course Number

An official discipline prefix and number identify every course. The course number communicates to students, counselors, instructors, and other institutions information such as the level, transferability, relationship to other courses, and any special designations, such as noncredit or independent study. The information below will assist you in selecting the number for a new course (or series of courses) or confirming whether the existing number of a course you are revising is still appropriate. Consult with the Class Scheduler in the Office of Instruction.

A. Discipline Prefix.

The discipline prefix of the course number, which can be up to 4 letters long, applies to all courses within that discipline.

B. Selecting a Course Number.

Selecting a course number occurs in consultation with the Class Scheduler by reviewing the complete list of approved and proposed courses in the discipline to ensure that an appropriate number is selected. There may be an existing course that can be revised to serve the “new” or redefined need. Also, since related courses should have related numbers, the proposed course number should have a logical relationship to the numbers of other courses in the department.

COURSE TITLE

The Course Outline of Record lists two titles, the abbreviated title and the full title. The abbreviated title appears in official registration printouts, grades, transcripts, and other listings related to Admissions and Records. The full title is used in the FRC catalog, in the online descriptions, and in the syllabus. The two versions of the titles should be similar.

For instance:

*Example : CHEM 102*

*Abbreviated title: Gen. Chemistry*

*Full title: General Chemistry I*

A. Abbreviated Title.

The abbreviated titleshould be as self-explanatory as possible. The title

should be similar to the full title, so use as many of those characters as necessary to achieve this. When possible, the abbreviated titles of a series should follow a consistent pattern.

*Example : Chemistry* abbreviated titles

CHEM 100 INTRO. INORGANIC CHEM.

CHEM 102 GEN. CHEM. I

CHEM 104 GEN. CHEM. II

B. Full Title.

The full title should be a concise summary of the course, and it should clearly state the course topic. It should not duplicate the title of any other course, though the titles of courses in some sequences may differ only in the number indicating the place in the sequence. Since the printed Schedule of Classes lists courses with titles but no descriptions, titles should be as clear and concise as possible. If there is a sequence of courses, the full titles, like the abbreviated titles, should be consistent.

*Example : Chemistry Series*

CHEM 100 Introductory Inorganic Chemistry

CHEM 102 General Chemistry I

CHEM 104 General Chemistry II

CHEM 106 Introduction to Organic Chemistry

**TOPS/CIP CODE REQUIREMENTS**

Faculty members who develop NEW or REVISED curriculum MUST complete Title V course outlines that include an accurate subject area TOP code (taxonomy of programs) **AND** CIP code (classification of instructional programs). **Outlines that are not complete will not be reviewed by the Curriculum Committee.**

* The Taxonomy of Program (TOP) is a system of numerical codes used at the state level to collect and report information on programs and courses, in different colleges throughout the state that have similar outcomes.  **EACH** course should be given the TOP code that comes closest to describing the course in the context of the academic program under which the course is offered.  For example: one college has a program called “Mechanized Agriculture,” another has a program called “Agriculture Engineering Technology,” and a third has one called “Agriculture Equipment Operations & Maintenance.”  Because they have similar outcomes, information on all three is collected and reported at the state level under TOP code 0116.00, which carries the standardized title “Agricultural Power Equipment Technology.”
* Certain data collected by TOP codes must be converted to the system of classification used by the U.S. Dept. of Education, which is called the Classification of Instructional Programs (CIP).  A “crosswalk table” from TOP to CIP is used for this purpose – see Appendix B1 in link below.

**TOP Code:**

<http://extranet.cccco.edu/Portals/1/AA/Credit/2013Files/TOPmanual6RevJune2012.pdf>

**COURSE CLASSIFICATION**

**Credit Courses**

 “Y” - Credit Course

**Noncredit Courses**

“J” - Workforce Preparation Enhanced Funding: Use code “J” if the course is part of an approved noncredit program in the area of Workforce Preparation authorized by CCR Title 5. §55151.

“K” - Other Noncredit Enhanced Funding: Use code “K” if the course has been approved for noncredit enhanced funding but does not meet the criteria for “J”.

“L” - Non-Enhanced Funding: Use code “L” if the course has not been approved for noncredit enhanced funding.

**SAM PRIORITY**

**“A” - Apprenticeship (offered to apprentices only)**

The course is designed for an apprentice and must have the approval of the State of California, Department of Industrial Relations, Division of Apprenticeship Standards. Some examples of apprenticeship courses are Carpentry, Plumbing and Electrician.

**“B” - Advanced Occupational (not limited to apprentices)**

Courses are those taken by students in the advanced stages of their occupational programs. A “B” course is offered in one specific occupational area only and clearly labels its taker as a major in this area. The course may be a “capstone course” that is taken as the last requirement for a career technical education program. Priority letter “B” should be assigned sparingly; in most cases no more than two courses in any one program should be labeled “B”. Each “B” level course must have a “C” level prerequisite in the same program area. Some examples of “B” level courses are Dental Pathology, Advanced Radiology Technology, Fire Hydraulics, Livestock and Dairy Selections, Real Estate Finance, Cost Accounting.

**“C” - Clearly Occupational (but not advanced)**

Courses will generally be taken by students in the middle stages of their programs and should be of difficulty level sufficient to detract “drop-ins”. A “C” level course may be offered in several occupational programs within a broad area such as business or agriculture. The “C” priority, however, should also be used for courses within a specific program area when the criteria for “B” classification are not met. A “C” level course should provide the student with entry-level job skills. Some examples of “C” level courses are Soils, Principles of Advertising, Air Transportation, Clinical Techniques, Principles of Patient Care, Food and Nutrition, Sanitation/Safety, Small Business Management, Advanced Keyboarding, Technical Engineering.

**“D” - Possibly Occupational**

“D” courses are those taken by students in the beginning stages of their occupational programs. The “D” priority can also be used for service (or survey) courses for other occupational Programs. Some examples of “D” level courses are Technical Mathematics, Graphic Communications, Elementary Mechanical Principles, Fundamentals of Electronics, Keyboarding (Beginning or Intermediate), Accounting (Beginning).

**“E” - Non-Occupational**

These courses are non-occupational.

*Note: These definitions are periodically revised by the CCCCO. Please see the Data Element Dictionary for further details at…*

<http://extranet.cccco.edu/Divisions/TechResearchInfoSys/MIS/DED.aspx>

**SAM/PAC CODE REQUIREMENTS**

PAC Code is the first 4 digits of the TOP code and should always match.

SAM codes (CB09) can be found in the data element dictionary by following the link below…

<http://extranet.cccco.edu/Portals/1/TRIS/MIS/Left_Nav/DED/Data_Elements/CB/cb09.pdf>

Title 5 Category

The COR must include the degree applicability, transfer level, grading options, repeatability, and cross listing of a course. Several categories are listed here, and the selections should be based on the type of course, as represented by its number and its role within the college. Each course bearing unit credit may be used in one or more of the following ways: (1) as a method of developing collegiate or pre-collegiate basic academic skills; (2) as a requisite to the Associate in Arts degree; (3) as applicable either to the Associate in Arts degree or to an occupational certificate program; and/or (4) as a lower division course transferable to a four-year college or university.

A. Title 5.

Courses at Feather River College are numbered according to their basic purposes although its usefulness is not limited to one purpose

**001-005:** usually pre-collegiate, noncredit courses

**006-099:** usually associate-degree applicable, non-transferable credit courses

**100-199:** usually freshman level (transferable) and degree-applicable courses and

**200-299:** usually sophomore level (transferable) and degree-applicable courses and

**300-399:** usually junior level and degree-applicable courses

**400-499:** usually senior level and degree-applicable courses

Courses numbered 100-299 usually transfer to the state university and other college systems. In addition, certain vocational programs may transfer to selected colleges and universities when the student continues in the same major.

B. Transfer Level and Special Numbering.

The selections made in these sections should be compatible with the course number.

C. Grading.

Grading options are usually made at the departmental level:

• Credit Course for Grade or Pass/No Pass (P/NP)

• Credit Course Taken for P/NP Only

• Grade only

• Non-graded Credit Course

• Noncredit (does not give units or grades)

D. Certificate/Major Applicable.

Select the appropriate category:

• Not Certificate/Major Applicable (i.e., Stand-Alone)

• Certificate Applicable Course

• Major Applicable Course

• Both Certificate and Major Applicable

E. “Also Listed As” (or Cross-Listing).

There are several ways to cross-list a course. Sometimes a course is intentionally duplicated by two different departments to offer students a choice in how the course appears on their transcripts. In this case, “Also listed as” will appear in the field and the other course name.

F. “Formerly.”

If the “Formerly” field appears, it means that a previous version of this course had a different number than the current version. This is not the same as cross-listing. A course’s former number stay in the database forever, which may result in a long string of titles if a course number or prefix has changed over the years.

Course Description for Catalog

The course description for the catalog must contain sufficient details in a brief and concise manner to convey the content of the course and to facilitate course articulation.

Hours, Units, and Weeks

*Title 5, Section 55002(a) 2B.*

The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course also requires a minimum of three hours of work per week, including class time, for each unit of credit, prorated for short-term laboratory and activity courses.

*Ed Code, Section 78206.*

One credit hour of community college work is approximately three hours of recitation, study, or laboratory work per week throughout a term of sixteen weeks. Where a term is more or less than sixteen weeks, more or less than one credit hour shall be allowed in the same ratio that the length of the term is to sixteen weeks (= the "Carnegie unit").

Guidelines for class hours and credit unit are as follows:

* Each lecture class hour is presumed to require two hours of study. Thus 1 hour lecture + 2 hours study = 3 hours "recitation and study" = 1 unit of credit.
* "Pure" laboratory hours are presumed to confine all student activity to the laboratory itself (i.e., homework is not a condition of laboratory experiences as it is with lecture hours). Thus, 3 hours of laboratory = 1 unit of credit.
* Laboratory hours which either regularly include lecture and/or homework as a condition of the laboratory activities (as in writing laboratories or art studios) we have interpreted as combining "recitation" or "study" and laboratory activities. In such cases, we have allowed the following:

**-** 2 hours of laboratory + 1 hour lecture = 3 hours = 1 unit, OR

**-** 2 hours of laboratory + 1 hour recitation = 3 hours = 1 unit, OR

**-** 2 hours of laboratory or lecture/lab demonstration + 1 hour study = 3 hours = 1 unit.

* Practicum, field, or clinical experience presumes five hours of weekly student activity as the equivalent of three hours of classroom instruction/activity (laboratory) to equal one unit of credit. Practicum, field, or clinical experience requires the student to perform psychomotor skills in an applied situation on a repetitive basis. This experience is under general supervision while the student is learning and is usually based upon demonstrated skill improvement or mastery.

Repeatability

Course repetition at Feather River College is in accordance with the California Code of Regulations, Title 5, Section 55000, et seq. Only courses which fall into the following categories may be repeated. Enrollment in two sections of the same course is not permitted.

*Circumstances for which a course can be designated as repeatable*

Title 5, 55041(a):

(1) Courses for which repetition is necessary to meet the major requirements of CSU or UC for completion of a bachelor’s degree. The governing board of a district must retain supporting documentation that verifies that the repetition is necessary to meet the major requirements of CSU or UC for completion of a bachelor’s degree. The supporting documentation must be retained by the district as a Class 3 record basic to audit as required by section 59020 et seq.;

(2) Intercollegiate athletics, as defined in section 55000; and

(3) Intercollegiate academic or vocational competition, as defined in section 55000, where enrollment in the course and courses that are related in content, as defined in 55000, is limited to no more than four times for semester courses or six times for quarter courses. This enrollment limitation applies even if the student receives a substandard grade or “W” during one or more of the enrollments in such a course or petitions for repetition due to special circumstances as provided in section 55045.

(b) The district must identify all courses which are repeatable and designate such courses in its catalog.

*Course repetition to alleviate a substandard grade*

**1.** Courses in which a substandard grade (W, D, F, and/or NP/NC) was received may be repeated. Students who wish to repeat a course in which a substandard grade was earned must complete a Petition to Repeat a Course form and submit the form to the Admissions and Records Office for processing.

Upon completion of the repeated course, the student's academic transcript shall then be annotated reflecting exclusion of such courses for purposes of grade point calculation and for all considerations associated with the awarding of certificates and degrees. However, previously recorded course work shall neither be removed nor otherwise erased from the permanent record.

**2.** Courses in which a substandard grade (W, D, F, and/or NP/NC) was not received may be repeated under special circumstances upon petition of the student and with written permission of the Dean of Instruction. Special circumstances could include a long time lapse between the time the course was first taken and the present time or the need to achieve a certain grade or prerequisite for entrance into a program. The new grade will be noted on permanent records, but the originally recorded grade will be used to calculate grade point average and in considerations associated with the awarding of certificates or degrees.

**NOTE:** Some transfer institutions may elect to include both courses in their computation of the grade point average to establish entrance requirements. See Education Code 56044 for Special Class Course Repeatability.

Course Repetition for Legally Mandated Training

Title 5, Section 55763 (c)

In instances when course repetition is necessary for a student to meet a legally mandated training requirement as a condition of continued paid or volunteer employment, these courses must conform to all attendance accounting, course approval, and other requirements imposed by applicable provisions of law. Such courses may be repeated for credit any number of times, regardless of whether or not substandard work was previously recorded, and the grade received each time shall be included for purposes of calculating the student’s grade point average.

Student Preparation: Prerequisites, Co-requisites, and Advisories

Many courses require a certain degree of preparation on the student’s part in order for the student to succeed in the course. Thus, the determination of prerequisites, co-requisites, and advisories on recommended preparation are made on a course-by-course basis, so the course submitter must specify any prerequisites, co-requisites, or advisories. All prerequisites, co-requisites, and advisories on recommended preparation require completing the requisites form in CurricUNET to the document necessary knowledge and skills as well as the justification for the requirements.

The following definitions and guidelines are based on Title 5 and the Chancellor’s Office *Program and Course Approval Handbook*.

As stated in §55000, these definitions are:

"Prerequisite" means a condition of enrollment that a student is required to meet in order to demonstrate current readiness for enrollment in a course or educational program.

"Co-requisite" means a condition of enrollment consisting of a course that a student is required to simultaneously take in order to enroll in another course.

"Advisory on recommended preparation" means a condition of enrollment that a student is advised, but not required, to meet before or in conjunction with enrollment in a course or educational program.

According to §55002 regarding prerequisites and co-requisites:

When the college and/or district curriculum committee determines, based on a review of the course outline of record, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or co-requisites that are established, reviewed, and applied in accordance with the requirements of this article.

A. Establishing Prerequisites, Co-requisites, and/or Advisories.The method for establishing prerequisites, co-requisites, and/or advisories varies according to the target course and the courses that would provide the preparation. Detailed guidance can be found in the “Implementing content review for communication and computation prerequisites” written by the Academic Senate for California Community Colleges in spring 2011.

1. Courses sequential within and across disciplines. Courses can have prerequisite or co-requisite courses within the same discipline or program as deemed appropriate by the submitter and department.

2. English and Math Advisories. For almost all courses outside of English or Math, the level of language or math skills recommended for course success must be indicated with an advisory of recommended preparation.

3. English and Math prerequisites. If a discipline requires that an English or a math prerequisite is necessary for student success and would be highly unlikelyto succeed without these, then Title 5 regulations require the college to initiate formal research and to document the need for the prerequisite.

4. Provisional prerequisites. If a validation study, as described above, is currently being conducted, prerequisites are marked as provisional.

5. Standard prerequisites of Transfer Level Courses. If the course is similar to one taught at a UC and/or CSU, the prerequisites or co-requisites can be established by providing examples of three or more equivalent UC and/or CSU courses that have equivalent prerequisites or co-requisites.

The justification process for Transfer Level Courses requires:

• Completing the requisites form in CurricUNET form(s)

Note: The terms “advisory” and “recommended preparation” are often used interchangeably to refer to “advisories on recommended preparation.” Advisories identify courses or skills that will support or deepen a student’s learning experience. They are *not required* for enrollment, and a student may be able to succeed in the course without having completed the advisory course.

B. Program Prerequisites.Programs cannot have a separate admission process; students are *admitted* to the college (open access) and *enrolled* in its courses. In some cases, a student must also be *accepted* into a specific program, particularly impacted programs such as nursing. Identifying those who have met the prerequisites for the program creates the pool of students qualified to enroll in a program. If fewer seats are available for courses in the program than the number of qualified students in the pool, a non-evaluative process (such as a lottery) must be used to determine who will be in the classes.

C. Requisites form in CurricUNET. The relationship between a target course and its prerequisites, co-requisites, and/or advisories is articulated in through a “content review,” which represents, according to §55200, …a rigorous, systematic process…conducted by faculty to identify the necessary and appropriate body or knowledge or skills students need to possess prior to enrolling in a course, or which students need to acquire through concurrent enrollment in a co-requisite course. All new coursesmust submit a requisites form in CurricUNET for prerequisites, co-requisites, and/or advisories as well as any revised courses that have changes in the prerequisite, co-requisite, and/or advisory courses. If the prerequisites, co-requisites, or advisories have been changed, then the course must go through the full review process.

D.Guidelines for compiling the requisites form in CurricUNET. Requisites of all types should address the skills and knowledge gained by the student in the requisite course that are necessary to begin, or enroll in, the target course. The items listed here should be clearly verifiable from the student learning outcomes, topic outlines, and catalog descriptions between the requisite and target courses.

• *Note:* When you are using “Eligibility for” in an advisory, remember that the objectives listed on the COR of the preparatory course are what the students should be able to do upon *completion* of that course. Thus, if you have an advisory of “Eligibility for ENGL 101,” you would actually list the skills needed to *enter* ENGL 101, which would be the objectives for ENGL 010.

• *Note:* Ongoing review of prerequisites and co-requisites. Title 5, §55201 states:

[A]t least once each six years all prerequisites and co-requisites (and once every two years for prerequisites in career and technical education courses) established by the district shall be reviewed. These processes shall also provide for the periodic review of advisories on recommended preparation.

Also, it is important to note that UC requires verification of prerequisites and co-requisites every five years.

Limits on Enrollment

Title 5 provides that all courses at the college shall be open to enrollment by any student who has been admitted to the college, but may be limited for specific reasons authorized by Title 5, §58106. Here are general situations that could require a *Limits on Enrollment* form:

• Admission to Program.

• Statutory, regulatory or contractual requirements. Enrollment in certain courses is restricted because of statutory, regulatory or contractual requirements.

• Age limits and possession of a valid driver’s license are common requirements. *Note:* The limitation “Must be age 21 or older” requires a Limits on Enrollment designation, but it is also listed as a prerequisite so that the Admissions and Records system can automatically block underage students from enrolling

• Tryout or Audition. A limit on enrollment may be tryouts for intercollegiate athletic teams and auditions for courses involving public performance, such as band, play rehearsals, forensics, chorus, and dance performance.

• Health and Safety. Course enrollment may be limited for reasons of health or safety. For instance, a number of Athletics courses require that participants meet a certain standard of health.

• *Note:* Title 5 acknowledges that limitations on enrollment may be caused by facility limitations, faculty workload, the availability of instructors, funding limitations, and the constraints of regional planning, but these are scheduling constraints and not part of curriculum development. They do not fit the Limits on Enrollment category.

Assignments

This section demonstrates how students will achieve the student learning outcomes and course objectives as well as providing important information to instructors, students, transfer institutions, and the Chancellor’s office. The course outline may specify or give a list of assignments to guide instructors and yet allow for academic freedom. However, in all cases, the assignments should reflect the rigor, intensity, and critical thinking required of students.

A. Types of Assignments. The type of assignments includes work expected of students during class and outside of class, graded or ungraded, and should be described clearly. Examples of typical assignment are:

* Homework, such as reading assignments, chapter questions, reports, research, critiques, papers, projects, drawings, etc.
* In-Class Work, including exercises, class discussions, group work, presentations, exams, hands-on activities, skill demonstrations, class participation, etc.
* Lab or Field Work, such as laboratory reports, field trip notes, logs, journals, attendances at performances or activities, etc.
* Formal Assessment, including written exams, quizzes, essay exams, and computational problem solving.

Student Learning Outcomes and Course Objectives

The section on student learning outcomes and course objectives is a crucial part of the Course Outline of Record, for it reflects not only the content, but also the level of rigor, critical thinking, and specific skill levels of the course. This section informs students, instructors, and advisors/counselors about course expectations and also communicates to other community colleges and four-year institutions how the course fulfills prerequisites, program, or transfer requirements. Furthermore, the list of student learning outcomes and course objectives indicate to state boards and licensing agencies how an occupational course meets industry standards.

Methods of Instruction

Evaluation is based on measurable outcomes and objectives made available to students in the course syllabus at the beginning of the course. In this section of the course outline, information of the methods of evaluation used as a basis for grading assignments, assessing student achievement, and assigning a final grade course grade will be provided. Methods of Evaluation are expressed as five categories of assessment: writing, problem solving, skill demonstration, objective exams, and other. Each method of evaluation with examples listed below is to assist the instructor in selecting the appropriate category.

1. Writing Assignments. This category includes all written assignments and assessments for a course, except essay-type quizzes and exams. Examples of the types of assessment tool are

* Analysis of readings
* Analytical papers
* Creative writing papers
* Critiques
* Essays
* Evaluative papers
* Field notes
* Lab reports
* Reaction papers
* Reflection papers
* Poetry
* Reports on books, other readings, internet research
* Research papers
* Summaries
* Written homework (journals, notebooks, etc.)

2. Problem Solving. “Problem solving” refers to the logical critical thinking process used to approach problems and at arrive at possible solutions. The process may involve looking for patterns and recognizing elements that meet consistency and inconsistency with past experience and knowledge. It includes the ability to brainstorm, break problems down into smaller components, restructure them, develop alternative approaches, and challenge assumptions. This category applies to all computational or non-computational problem solving assessment tools. Examples of the types of assessment tools that might be listed in the “Description” field of the Problem Solving category are

* + Analysis of experiments
	+ Case studies
	+ Clinical evaluations
	+ Computational homework
	+ Homework problems
	+ Lab reports
	+ Mathematical proofs
	+ Projects graded on problem solving
	+ Scenarios
	+ Solutions to design problems
	+ Treatment plans (counseling)

3. Skill Demonstrations. A skill is an ability usually acquired through training and practice. A “skill demonstration”is a presentation, a performance, or other evidence of the skill/ability learned in the course and assessed through a set of criteria or standards. All skill and physical demonstrations, including Performance Exams, would be placed in this category. Examples of the types of assessment tools that might be listed in the “Description” field of the Skill Demonstrations category are

* + Class performances
	+ Demonstrations of skills or competencies
	+ Oral analysis or critique (if graded on skill)
	+ Speech
	+ Monologue (acting)
	+ Oral critique (if graded on skill)
	+ Performance of dance studies or combinations (dance classes)
	+ Performance of scenes (Theater Arts)
	+ Projects (graded on skill demonstration)
	+ Performance exams
	+ Poetry recitation
	+ Presentations (if graded on execution)
	+ Procedure assessment (Health Science courses)
	+ Clinical documentation (as in Health Science courses)
	+ Recital (Music)
	+ Role-playing
	+ Skill tests
	+ Workbook (graded on skill)
	+ Portfolio
	+ Designs (Graphics, Landscape, Architecture, etc.)
	+ Film or Video production
	+ A meal (Culinary Arts)
	+ Demonstration of adherence to ethical or professional standards (as appropriate for courses with internships)

4. Objective Examinations (Formal Written Testing).This category includes *all* formal written testing for a course. Examples of the types of assessment tools that might be listed in the “Description” field of the Objective Examinations category are

* + Essay exams
	+ Problem solving exams
	+ Objective examinations (multiple choice, true false, matching, completion, short answer, etc.)
	+ Quizzes that include any of the above
	+ Final examinations that include any of the above

5. Other Methods of Evaluation.Any method for grading that does not fit in the above categories can be listed here. Common items included in this category that might be listed under "Description" are

* + Attendance and participation (in class activities)
	+ Special projects or activities that aren't assessed in any of the above categories (portfolios, group presentations, oral reports, etc.)
	+ Attendance at field trips, recitals, dance performances, plays, etc.
	+ Formal collection or compilation of materials
	+ Oral presentation (if not graded on execution/skill demonstration)
	+ Required hours (e.g., production hours for Theatre performance classes; clinical hours)
* Professionalism (as appropriate for courses in the performing arts)

Using Multiple Categories.Some assessment tools have multiple components that could fall under more than one category. You have two options for handling multiple categories

* + Determine which category fits the majority of the assessment tool’s form or function and list the assessment there. For instance, a written research project that may be presented orally could be counted entirely in the Writing Assignments section.

*Or—*

* + Clearly divide the assignment into separate graded components.

Textbooks

This section lists the instructional materials used in the course, which may include textbook(s), instructor prepared material (such as readers or handouts), specific journals or magazines, legal or government documents, software, web resources (though URLs should be indicated on the *syllabus,* not the course outline, since they are subject to change). Since currency is important, this section requires updating in the Program Review process, even if the rest of the course outline remains unchanged.

A. Textbook. Instructors may list a text to represent the content and level of the course, but other instructors may choose to use different comparable texts. When selecting a textbook, keep these guidelines in mind.

1. Currency.The most current edition(s) of the textbooks used in the course should be listed. Currency (within 2-3 years) is essential for any course, particularly those involving current practices or technology. *Note:* If a text does not have a recent publishing date but is the book preferred for this course (i.e., considered a classic in the field), please note in parenthesis “(classic)” after the citation to make it clear to the committee that this edition was deliberately selected.

2. Texts for degree applicable courses. Texts must be of college level and cover the theory and principles of the subject. For transfer level courses, the main text plays a remarkably strong role in articulation. Texts should be clearly recognized by those in the discipline at other institutions as a major work that presents the fundamental theories and practices of the subject.

3. Text Citation Format. Complete information on the text is required, including the title, author, publisher, and publication date. Works in translation where a specific translator or edition is desired should also be noted as appropriate. When writing a textbook reference, please use the following format for clarity and consistency. Name of Text (in Title Case, not all caps). Edition (if appl.) Author last name, then first name. Publisher: year.

*Example:*

Introductory Statistics, Exploring the World through Data (1st). Gould, Robert and Ryan, Colleen. Pearson: 2012

B. Instructor Prepared Materials.Any printed materials created and/or compiled by the instructor, including handouts, readers, or syllabi, are given one general label: *Instructor prepared materials.*

C. Special Documents. Special documents or legal codes that are used in a course should be listed. Since these are frequently updated, use the term “current year” or “current edition” instead of a particular year.

*Example:*

Driver Operator Syllabus. State Fire Marshal's Office, Current Edition.

D. Web Resources.List these only if they are to be used consistently across all sections of the course for several semesters. List by title and do not include the URL.

*Example:*

RAND California, an Online Source for California and U.S. Statistics

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Distance Education Considerations

If a course is to be taught in a distance education format, the course must have a Distance Education Addendum (available from the Office of Instruction) approved through the college’s curriculum-approval process. This addendum is approved separately (as a separate action item) from the COR. For more information about distance education standards and expectations at Feather River College, see the Distance Education Plan, available from the Office of Instruction.

Approval and Dates

The information in this section is automatically entered by the Office of Instruction as the course moves through the review and approval process. The dates entered reflect the terms scheduled; dates the course was submitted and went through the steps of the review process; dates of approval for the course and any prerequisites or co-requisites; dates of subsequent versions; and dates when the course may have been inactivated, terminated, or reinstated.

Articulation and Certification Information

The following fields are described here as informational and the submitter should contact the Articulation Officer for verification.

* Associate Degree: Information about the course’s applicability for the Associate Degree General Education requirement(s) and effective term.
* CSU GE: Information about how a CSU transferable course fulfills specific CSU
* General Education Breadth Requirements area and effective term.
* IGETC: Information about how a UC transferable course fulfills an Intersegmental General Education Transfer Core requirement and effective term.
* CSU Transfer: Indicates whether course is transferable to CSU, and if so, effective term.
* UC Transfer: Indicates whether course is transferable to UC, and if so, effective term.

Course Deletion

To delete a course will remove it permanently from the college curriculum, i.e., the Outline of Records file, the College Catalog, and Master Course File.

*Procedure for deleting a course:*

1. Discuss proposed deletion with discipline members and the Division Chair.
2. Submit proposed deletion via CurricUNET for review and approval.
3. After review, the Dean of Instruction will place request for the deletion on the Curriculum Committee agenda for discussion and action.

### *Procedure for reinstating a deleted course:*

1. Reinstatement of a deleted course is treated as a new course proposal.
2. Follow the procedure for a new course proposal as outline in Section III of this handbook.

Course Suspension/Reinstatement

Courses that have not been offered for several semesters may be suspended from the curriculum. This will place the course in an "inactive" status but not remove it from the Course Master File. A course must be brought back into "active" status before it can be offered through the Class Schedule.

*Procedure for suspending a course:*

1. Discuss proposed suspension with discipline members and the Division Chair.
2. Submit proposed suspension to the Dean of Instruction for review and approval.
3. After review by the Dean of Instruction, a request for suspension will be placed on the Curriculum Committee agenda for discussion and action.

*Procedure for reinstating a suspended course:*

1. Submit proposed course reinstatement to the Dean of Instruction (attach a copy of the most current course outline).
2. After review and approval by the Dean of Instruction, the request for reinstatement will be placed on the Curriculum Committee agenda for discussion and action.

Appendix A: Summary of Articulation Process and Timeline

**The Articulation Officer**

An Articulation Officer (AO) ensures that the agreements with other colleges and universities regarding the transfer of credit across institutions are current, appropriate, follow guidelines set by the CCC, CSU, and UC systems, and are consistent with local campus policies, procedures, and practices. This includes maintaining FRC course records in the state-wide database (ASSIST), monitoring changes in the curriculum at FRC so that timely notifications of changes can be posted in the database, assisting faculty in developing courses so they are more likely to be approved for transfer credit, monitoring changes in policy that can impact articulation of courses, and notifying appropriate campus personnel of changes in policies or agreements. The AO serves as the resource regarding current articulation agreements for curriculum development, advising and counseling, and catalog publication.

**Types of Transfer Agreements**

**Courses Accepted for Baccalaureate Credit**: Transfer agreements can establish the transfer of only unit credits toward the total units required for graduating at the receiving institution. Courses may be articulated to satisfy only CSU credit, or CSU and UC credit only. The completion of the courses does not guarantee what GE or other university credits the courses may satisfy.

**GE Breadth Agreements**: Courses may be approved as satisfying one or more General Education Breadth areas that are required for completion of the GE curriculum at the receiving institution. These include the **IGETC pattern (Intersegmental General Education Transfer Curriculum).** Completion of the entire IGETC pattern allows the student to be exempt from any additional lower-division general education requirements at the majority of California universities. The courses must be selected from the courses Accepted for Baccalaureate Credit

**Lower Division Major Preparation Agreements**: These are courses that when completed, satisfy lower-division requirements *for a specific major* at the receiving institution. Requirements may vary according to program. Some transfer programs have been developed to facilitate this type of articulation, for instance, the CSU **Lower Division Transfer Curriculum Program (LDTP).** The LDTP transfer pattern allows students to have highest priority in admissions to the receiving program. The courses must be selected from the courses Accepted for Baccalaureate Credit.

**Course-to-Course (By Department) Agreements**: Community Colleges may enter into agreements with universities for the acceptance of CC courses in lieu of taking a comparable course at the receiving institution. The courses must be selected from the courses Accepted for Baccalaureate Credit, and are arranged on a department-to-department basis. The agreements can include a sequence of courses as well as individual courses. Usually this type of agreement is arranged between faculty or department representatives at the two institutions with the assistance of the AO’s. The courses must be selected from the courses Accepted for Baccalaureate Credit.



Table from the 2013 California Articulation Policies and Procedures Handbook, p. 24

**Schedules and Timelines for Articulation Processes**

**Courses Accepted for Baccalaureate Credit:** This is the most basic type of articulation**.** Establishing this type of articulation of a course is required for that course to be considered for any other type of articulation.*Whenever a new or course revision is approved by FRC that is eligible for this type of articulation, the basic course information must be entered into the ASSIST Next Generation database*. The database is open for additions at all times throughout the year.

**UC Baccalaureate Credit, UC and CSU GE Breadth, and UC and CSU IGETC Agreements:** The UC operates on an annual cycle with several stages and shares a database with the CSU to manage the course review process. This shared database is called **ASSIST Next Generation**. Course outline information must be entered into Next Generation, essentially the same information contained on the FRC Course Outline of Record. All sections must be completed and a check box indicating it is a complete record must be checked before any review process begins. The AO also identifies the type of request that is being made (TCA general transferability only, IGETC, Breadth areas, or CSU-AI). The Next Generation entries must be completed by the end of December of the annual cycle.

A course may be approved for general UC transferable credit and not be approved for other types of credit. The course must be approved for general transferability to be considered for approval to satisfy additional requirements. Decisions regarding general transferability and LDTP approval are distributed in late fall. Decisions about the approval of IGETC and CSU Breadth requests are distributed in April.

The TCA Report is the standard reference for approval of UC general transfer credit and is distributed to AO’s annually during a designated summer month for that college (July for FRC). A course listed on the TCA indicates approval for general transferability for UC campuses. IGETC, UC Breadth, and CSU Breadth requirements that have been approved are also indicated on the TCA Report.

**July is traditionally the designated month for requests from FRC for changes in the TCA**. The UC Office of the President sends by email attachment the Transfer Course Agreement Report (TCA Report) which is a list of all FRC courses currently approved by the UC for general credit, Breadth, or IGETC requirements. **The AO must return the TCA to the UC Office of the President by the end of July indicating any changes or additions that are being requested**. Once the TCA Report is received by the UC, the UC review process begins by using the Next Generation Assist system to access the course information.