WEST HILLS
COMMUNITY COLLEGE DISTRICT

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Reference: *Title 5, Sections 51021; 55000 et seq., and 55100 et seq.;*
             34 Code of Federal Regulations Part 600.2;
             Accreditation Standard II.A;
             US Department of Education Regulations on the Integrity of Federal
             Student Financial Aid Programs under Title IV of the Higher Education Act
             of 1965, as amended

Curriculum Review

The curriculum review process at each college shall, at a minimum, be in accordance with all of the following:

1. Each college has established a Curriculum Committee and its membership structure is mutually agreeable to the college administration and the Academic Senate.

2. Each college's Academic Senate delegates to the Curriculum Committee, without forfeiting its rights or responsibilities under Title 5, Section 53200-53204, the responsibility to establish prerequisites, co-requisites, advisories on recommended preparation, and certain limitations on enrollment using the curriculum review process. (See Administrative Procedure 2510)

3. Each college's Curriculum Committee also reviews the course and prerequisite in a manner that meets each of the requirements under Title 5, Section 55201(b.1), and those specified in each college's curriculum review process.

4. Each college shall review each prerequisite, corequisite or advisory to establish that each is still supported by the faculty in the discipline or department and by the Curriculum Committee and is still in compliance with all other provisions of this policy and with the law. Any prerequisite or corequisite which is successfully challenged under Title 5, Section 55201(f), subsections (1), (2), or (3) shall be reviewed promptly thereafter to assure that it is in compliance with all other provisions of this policy and the law.

The Board of Trustees encourages the District to develop and offer programs and curricula in ethnic studies, program and curricula that infuse a global perspective into the curricular offerings, and programs and curricula that include instruction on the perspectives of persons with low socioeconomic status in the topic.

The District shall provide annual certification to the California Community Colleges Chancellor's Office pertaining to the approval of credit courses and credit programs as required under Title 5 Section s55100 and 55130.

<u>Credit Hour</u>

One credit hour of community college work (one unit of credit) shall require a minimum of 48 semester hours of total student work or 33 quarter hours of total student work, which may include inside and/or outside-of-class hours. A course requiring 96 hours or more total student work shall provide at least 2 units of credit. Cooperative work experience courses shall adhere to the formula for credit hour calculations identified in Title 5 Section 55256.5. Credit for clock hour designated programs shall be awarded consistent with 34 Code of Federal Regulations Part 600.2.

The District follows Title 5 and the Program Course and Handbook Approval Guidelines when determining unit/hour calculations.

Standard credit hour courses are those not classified as cooperative work experience, clock hour, or open entry/open exit, and use the following method for calculating credit:

- Divide the total of all student learning hours (lecture, lab, activity, clinical, TBA (to be announced), other + outside-of-class hours by 54, which is the District hours = per unit divisor; and then round down to the nearest .5 increment.
- Total Contact Hours + Outside-of-Class Hours = Units of Credit

The following definitions are used in the application of this formula:

- Total Contact Hours: The total time per term that a student is under the direct supervision of an instructor or other qualified employee as defined in Sections 58050-58051. This number is the sum of all contact hours for the course in all calculations categories including lecture, recitation, discussion, seminar, laboratory, clinical, studio, practica, activity, to-be-arranged, etc.
- Outside-of-Class Hours: Hours students are expected to engage in course work outside of the classroom.

The following table illustrates hours inside- and outside-of-class hours for a one (1) unit course in each instructional category:

Instructional Category	In-Class Hours (1 unit)	Outside-of-Class Hours (1 unit)
Lecture	1	2
Activity (Activity, Lab with Homework, Studio, and Similar)	2	1
Laboratory (Traditional Lab, Natural Sciences Lab, Clinical, and Similar)	3	0

Cooperative Work Experience units are calculated as follows:

- Each 75 hours of paid work equals one semester unit
- Each 60 hours of non-paid work equals one semester unit.

Clock Hour Courses/Programs

The definition of a clock hour program and standards for awarding of units of credit for these programs is defined in federal regulations 34 CFR §668.8(k)(2)(i)(A) and 668.8(l), respectively. In this regulation, a program is considered to be a clock-hour program if a program is required to measure student progress in clock hours when:

- Receiving Federal or State approval or licensure to offer the program; or
- Completing clock hours is a requirement for graduates to apply for licensure or the authorization to practice the occupation that the student is intending to pursue.

Programs that meet this definition are required to use a federal formula for determining the appropriate awarding of credit that is outlined in 34CFR §668.8(l).

For purposes of federal financial aid eligibility, a "credit hour" shall be not less than:

- One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 15 weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time; or
- At least an equivalent amount of work as required in the paragraph above, of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Course Determinations for Associate Degrees and General Education

Faculty at each college propose course additions, revisions, or deletions to their college's Curriculum Committee. Courses selected to meet associate degree and general education requirements meet the following standards:

- Rigor: Each course treats subject matter with a level of intellectual intensity that requires independent study.
- Scope: Each course introduces the student to a wide range of principles, perspectives, and knowledge within the discipline.
- Autonomy: Each course is a whole unto itself and not primarily part of a sequence of courses (each course provides exposure to foundations and fundamental tenets of the discipline).
- Breadth: Each course provides a generalizing rather than specializing experience within the subject matter of the discipline. It relates knowledge within the discipline to other fields and disciplines, as well as to contemporary society.
- Critical thinking: Each course develops the student's aptitude for conceptualizing, applying, analyzing, synthesizing, and evaluating information.

- Communication and literacy: Each course provides opportunities for the student to develop and demonstrate both orally and in writing the ability to read, comprehend, and evaluate college-level material.
- Relevancy: Each course relies upon current knowledge, technology, and instructional materials to achieve its objectives, as appropriate.

Curriculum Approval Process

Once approved by the Curriculum Committee, a course/program must follow a prescribed process:

1. Placement on a college's Curriculum Action Report (CAR). The CAR includes course/program revisions, course/program additions, course/program deletions, and course/program inactivations.

2. CARs are then jointly reviewed by each college's Curriculum Chair and Chief Instructional Officer (CIO) monthly, when faculty are on contract.

3. With College President approval, CARs are then submitted to the District Chief Instructional Officer (CIO) or designee to be prepared for placement on the Board of Trustees agenda as an action item.

4. After Board action/approval, the fully executed CAR is transmitted to the District CIO's office for archiving. The District CIO's office will obtain any missing signatures after Board action (e.g., Curriculum Chair, College President, Vice Chancellor, etc.) and maintain CAR repository at the District Office.

5. The college CIO is responsible for sharing changes to the State Chancellor's Office curriculum inventory system with both colleges' CIO and CSSO. CIOs and CSSOs will distribute and share among constituents and users including, but not limited to, individuals who are responsible for:

    - Student Information System
    - Admissions and Records
    - Articulation
    - Counseling
    - Marketing
    - Institutional Research

    The college CIO is responsible for developing, maintaining, and communicating local processes to ensure accurate and timely representation of college curriculum to college constituents.

Program Review

Each college shall include curriculum assessment as part of its established ongoing, systematic program review processes. Results of all program review are integrated into institution-wide planning for improvement and informed decision making. The colleges

regularly review and refine their program review processes to improve institutional effectiveness resulting in improvements in student achievement and learning.

<u>Student Learning Outcomes</u>

Each college shall identify and regularly assess student learning outcomes for courses, programs, certificates, and degrees using established college processes and following ACCJC accreditation guidelines. The results from the assessment of student learning outcomes will be used by the faculty and administration to improve institutional effectiveness. Student and program learning outcomes will be housed in the college's curriculum inventory system.

<u>Intra-District Course Equivalency</u>

Discipline faculty shall work collegially to ensure portability of courses throughout the District. Where applicable, curriculum shall be developed to match the CCCCO C-ID final descriptors.

Potential common courses should be thoroughly reviewed and discussed by intra-district discipline faculty. Course outline language does not need to mirror; however, the intended student learning should be equivalent.

Courses deemed equivalent by discipline faculty must maintain uniformity in the following Rule of Four components:

1. Course number
2. Title
3. Prefix
4. Units

If discipline faculty determine that a course does not meet the guidelines for intra-district equivalency, a new course may be developed and proposed by either college to best meet the needs of their student population.

Reciprocity shall be automatically granted for CSU Breadth and IGETC approved courses.

Reciprocity shall be automatically granted for C-ID approved courses.

<u>District Educational Coordinating Council (DECC)</u>

- Philosophy

  The DECC will review curriculum and related issues involving educational planning, coordination, and implementation for colleges with an established vision of exceeding the needs of students, communities, and employers.

- Purpose

  The DECC exists to provide the forum where matters related to curriculum and educational planning which affects both colleges will be coordinated. The DECC will also make recommendations to the Chancellor regarding the development and review of policies impacting these matters.

- Areas of Responsibility

  1. Review college proposals, as needed, for new and deleted courses/programs and ensure adherence to the Rule of Four;
  2. Review and discuss district-wide curriculum and educational planning concerns and processes.
  3. Advise and integrate districtwide information technology support of curriculum and educational planning.

- Committee Composition

  The DECC will consist of the following:

  1. One (1) faculty member from each college recommended for appointment by their respective Academic Senate;
  2. One (1) Academic Senate President from each college;
  3. One faculty Curriculum Committee chair (co-chair) from each college;
  4. One (1) Chief Instructional Officer (CIO) (co-chair) from each college;
  5. One (1) Chief Student Services Officer (CSSO) from each college;
  6. One (1) District Chief Instructional Officer (CIO) or designee;
  7. One (1) Articulation Officer from each college;
  8. One (1) counselor from each college;
  9. One (1) Registrar (alternate colleges monthly)
  10. Information Technology Representative
  11. Institutional Research Representative
  12. Curriculum Systems Manager(s)

  The co-chairs shall be the curriculum chair from one college and the CIO from the other college. The District CIO will serve as the District's administrative liaison. The co-chairs shall serve for two (2) academic years from June 1 through May 31.

  DECC agendas and minutes shall be posted on BoardDocs.

Board approval date: 3/10/08
Reviewed/Revised: 6/28/11; 3/11/14; 11/28/17; 5/22/18; 11/16/21