CURRICULUM COMMITTEE OPERATING PROCEDURES

Charge
This committee shall serve to consider and recommend policies and procedures regarding curriculum and award development, requisites, graduation requirements, general education requirements, program review, grading policies, and program discontinuance. On curricular and grading issues of a daily operational nature, this committee will make recommendations in consultation with the Academic Senate and forward to the Board of Trustees.

Mission
The mission of the Mt. San Jacinto College Curriculum Committee is to facilitate quality, advocacy, guidance, policies, and criteria to ensure that all instructional programs, including courses and awards, are academically sound and compliant with educational regulations, reflect excellence in instruction, and uphold the integrity of our institution. The committee ensures that all curricular matters are responsive to the evolving educational needs and goals of the college community while preserving the mission of the college.

Committee Structure

Co-Chairs:
- Vice President of Instruction or designee (non-voting)
- One Elected Faculty Member

Faculty Members as follows:
- Single representation from the areas of Allied Health, Nursing, and Student Development
- A representative from the Menifee Valley Campus, the San Jacinto Campus, and an at-large representative for the areas of Business/CIS, Social/Behavioral Sciences, Math, Science, Arts, and Language and Letters
- A representative from the Menifee Valley Campus and the San Jacinto Campus for Applied Technology
- Faculty Members-at-Large (3), one of which will be reserved for an Associate Faculty member from a department that does not have any full-time faculty
- Distance Education Technical Reviewers (3), who are faculty members on the curriculum committee

Membership:
- Articulation Officer
- Two Counselors from two different campuses
- Librarian
- Three (3) InstructionalAdministrators, preferably one in Career Education
- Two (2) Students, preferably 1 from each campus

**Support Staff (non-voting):**
- Curriculum Analyst
- Curriculum Clerical Support
- Director of Research
- Enrollment Services Dean or Evaluator or a representative
- Learning Center Representative
- Dean Instructional Services

**Membership Appointments**

All appointments shall be made in consultation with the Faculty Co-Chair prior to the end of spring semester.
- The Area Representatives and Librarian are appointed by their Area with the approval of the Academic Senate.
- The Faculty Members-at-Large and the Counselor are appointed by the Academic Senate.
- The Distance Education Tech Reviewers are appointed by the Academic Senate and should have experience with Distance Education curriculum
- The Instructional Administrators are appointed by the Vice President of Instruction
- The Enrollment Services Dean or Evaluator or representative is appointed by the Dean of Enrollment Services.
- The Students are appointed by the SGA.

**Selection of Faculty Co-Chair**

The term of office for the faculty co-chair will be two years. During the first meeting in the spring semester in even years, the faculty members on the committee will elect a Faculty Co-Chair for the following two years from the current membership or other interested faculty.

The election date for the Faculty Co-Chair will be published in the Curriculum Committee Calendar in August at the beginning of the Academic Year. The deadline for nominations will be two weeks before the election date. Academic Senate will put out a call for nominations and will forward the names to the curriculum office to include on the agenda. The list of nominees will be published in the agenda for the first meeting in the spring semester. Each candidate may speak for up to five minutes prior to the committee vote. If a candidate is unable to be present at the election, a representative may speak on the candidate’s behalf.
Voting for Faculty Co-Chair will be limited to voting faculty members serving on the Committee. The election will be chaired by the Administrative Co-Chair or designee, and voting will be done by a ballot, which will be prepared prior to the meeting. If only one faculty member is nominated, the committee will vote to confirm the nomination. Votes will be tallied during the meeting, and the results will be announced and recorded in the minutes.

Committee Roles and Functions

All members are responsible for reviewing curriculum agenda materials prior to each meeting, attending each meeting and participating in the deliberation process. In addition, all members should report relevant curriculum policies, procedures, and actions to their respective constituencies in a timely fashion. All faculty members are also responsible for participating in tech review: pedagogical for area representatives, Distance Education addenda for DE subcommittee representatives, library section of CurricUNET for librarian, and GE areas and general course concerns for counselors. The Articulation Officer is responsible for reviewing the comparable course sections of CurricUNET and providing information related to articulation, transfer, C-ID, TMC, and ADTs to the committee. The Curriculum Analyst is responsible for reviewing all courses and awards with respect to technical aspects in relation to deadlines, procedures, rules, and regulations.

Faculty Co-Chair

The Faculty Co-Chair will preside over the meetings of the Committee using an adapted form of Robert's Rules of Order. In the absence of the faculty co-chair, another voting faculty member will be chosen by the Committee to conduct the meeting. Other responsibilities of Faculty Co-Chair include, but are not limited to, the following:

- Remaining current on Title 5 and State Academic Senate Best Practices for curriculum and disseminating information to committee, faculty, and administration as changes are made;
- Overseeing the Office of Curriculum with respect to creating materials, including meeting schedules, agendas and minutes and maintaining Committee web page;
- Interpreting Curriculum Committee policy between meetings;
- Serving as liaison with the Academic Senate, Program Review, Institutional Assessment Council, Dual Enrollment, college administration, and other college entities;
- Overseeing the Technical Review process in CurricUNET which includes assigning courses to pedagogical reviewers, sending courses back to course authors for changes, forwarding courses to first read, reviewing courses for requested changes between first and second read, forwarding courses to second read, and sending them forward to Board of Trustees for final approval;
- Communicating curriculum policies, procedures, and actions to the faculty and the Academic Senate in a timely fashion;
- Scheduling and overseeing relevant information, curriculum mentors, and curriculum and CurricUNET training sessions throughout the semester and during college-wide meetings and in conjunction with faculty-development activities;
Developing and revising Best Practices handbook and CurricUNET user’s guide;

Working with Curriculum Analyst in maintaining CurricUNET, problem-solving errors in process or database, and making changes to CurricUNET process and database;

Tracking changes in class size maximum file;

Providing Human Resources information related to changes in Minimum Qualification for individual courses.

**Administrative Co-Chair**
The Administrative Co-Chair will serve in a non-voting capacity. Responsibilities of Administrative Co-Chair include the following:

- Remaining current on Title 5 and disseminating information to committee, faculty, and administration as changes are made;
- Supporting the faculty co-chair in interpreting Curriculum Committee policy;
- Serving as liaison with the college administration;
- Communicating curriculum policies, procedures, and actions to academic deans in a timely fashion;
- Providing information – including budgetary considerations – related to new, revised, or deactivated programs in consultation with deans assigned to programs.

**Technical Review**
The pedagogical technical review subgroup will consist of all faculty on the committee with the exception of the librarian (who oversees the library resources aspect of curriculum), counselors (who review general education aspects of curriculum under Student Services), and the Distance Education technical review subgroup (who oversees DE portions of the tech review). The Assessment Coordinator will be responsible for reviewing the Course Learning Outcomes (CLOs). The pedagogical technical review group will develop a rubric for the review of curriculum for compliance with Title 5 and local policies by which they evaluate course proposals and revisions; the DE technical review subgroup will develop a rubric for the DE addenda. Faculty representatives will be responsible for timely review of course proposals and revisions submitted as assigned by the curriculum faculty co-chair.

The committee has established two types of technical review:

**Technical Analyst**
Technical analyst review will be conducted by the Curriculum Analyst. It will entail checking objective information that affects the Chancellor’s Office reporting as well as information that affects the catalog and scheduling such as catalog description. Objective information includes information on curriculum forms as well as ensuring all required boxes on forms are completed and that the required forms are attached to course and award submissions. Objective errors may be completed by the Curriculum Analyst before materials are sent to the Board of Trustees for approval.
Chancellor’s Office reporting and catalog review will entail checking information that affects state reporting, the catalog and scheduling, such as course title, units, catalog description, requisite language, TOP code, and repeatability. Additionally, information related to awards and courses will be reviewed, monitored, and reported to the Chancellor’s Office for approval.

**Pedagogical**
Pedagogical review will be conducted by faculty committee members. It will entail providing feedback to the course author about bringing proposed curriculum content, including Distance Education addenda and prerequisites, into compliance with local and state curriculum guidelines. Additionally, requested MSJC GE Breadth placement will be reviewed. The pedagogical reviewers will also be responsible for ensuring changes required at first read have been addressed prior to course being forwarded to second read.

**Distance Education Technical Review**
Distance Education technical review will be conducted by a subcommittee of DE technical reviewers. The DE technical reviewers will look at the DE addenda of each course that has one after the course is approved at level 5. The subcommittee will assign each addendum to a specific reviewer who will be responsible for ensuring the DE addendum meets the criteria established by the DE technical review subcommittee and provided for faculty authors in the Best Practices handbook.

See Best Practices handbook for checklist of evaluation criteria used for Technical Review and Distance Education technical review.

**Prerequisite Review Subcommittee**
Prerequisite Review Subcommittee shall be a standing subcommittee of the Curriculum Committee. The Subcommittee will be charged with (1) reviewing Title 5 requirements and the state of prerequisites, corequisites, and recommended preparation at MSJC, (2) overseeing the implementation of Board policy in regard to prerequisites, co-requisites, and recommended preparation, (3) developing research-methods and statistical standards for justifying writing and math prerequisites, and (4) reviewing forms and policies for consultation with the committee. The committee will meet at least once a semester.

The composition of the Prerequisite Review Subcommittee shall include the following:
- One counselor
- Three additional faculty members from the curriculum committee
- One student
- Articulation Officer
- Curriculum Analyst
- Enrollment Services representative (advisory)
- College Researcher (advisory)
**General Education Subcommittee for Option A**

This subcommittee will review courses from outside colleges that do not have the course identified in their own General Education pattern and that the student or counselor believes could meet one of MSJC’s General Education areas for option A. The petition for General Education approval for a course will go to the General Education Petition Subcommittee for review. Department chairs will still have the responsibility for approving petitions for course comparison or substitution for major. This policy applies for General Education comparability or placement only.

The subcommittee will be comprised of the following members of the curriculum committee:
- Curriculum faculty co-chair
- One faculty member each from the areas of Social/Behavioral Sciences, Humanities, Science Articulation Officer
- One counselor
- Enrollment Services representative

The subcommittee will meet monthly as needed after the completion of business portion of the Zoom/CCCConfer curriculum committee to review any petitions that were submitted to Curriculum Faculty Co-Chair by Friday noon before the meeting.

**Non-Voting Faculty Member**

A non-voting faculty member of the committee will not vote unless and until he or she is promoted to voting status to fill the vacancy of a voting faculty member on the committee.

**Curriculum Committee Meeting Procedures**

**Robert’s Rules of Order and Quorum**

Meetings will be conducted using a simplified approach to Robert’s Rules of Order as established by Committee tradition. Discussion should be limited to agenda items which have been motioned and seconded to bring them to the floor.

A quorum shall consist of one-third (1/3) plus one of the voting membership.

**Meeting Schedule**

The committee shall meet twice a month on Monday beginning at 3:30, with the first meeting of the month alternating campuses and the second meeting of the month held via CCCConfer with the exception of the November catalog meetings when the second meeting will also be held face-to-face and the third meeting, if necessary, held via CCCConfer. Regular meetings will be held each month during the school year, generally August through May. The Committee may meet more frequently if the Committee so votes.
**Organization of Work**

The committee will work on a one-month cycle: curriculum issues which require two readings for passage will be initiated at the first meeting of the month and come back for a final reading at the second meeting of the month.

- Generally, the first meeting is reserved for the introduction of new curriculum conceptual reviews, new course proposals, course revisions, 2-year Career Education reviews, new program proposals, prerequisite additions and changes, and program revisions on the Open Agenda.
- The second meeting of the month is reserved for final approval of the above items as well as proposed course addenda (honors/distance education). New course conceptual reviews, C-ID Conditional revisions, and information Items are heard at both meetings.

The agenda will be organized by the type of curriculum issue being considered, as follows:

1) **Opening of Meeting**
   a) Call to order
   b) Approval of Minutes
   c) Comments of individuals, groups, delegations limited to agenda items.

2) **Consent Agenda – Action Items**
   a) Final Approval - New Course proposals- Second Reading
   b) Final Approval - Course Revisions (including reactivations and deactivations)- Second Reading
   c) Final Approval - Prerequisite/Co-requisite/Recommended Preparation Proposals- Second Reading
   d) Final Approval - New Program Proposals- Second Reading
   e) Final Approval - Program Revisions (including reactivations and deactivations) - Second Reading
   f) Final Approval - Procedure Revisions - Second Reading
   g) Final Approval - Other Curriculum Changes - Second Reading
   h) Final Approval - 2 year Career Education Review – Second Reading
   i) Final Approval - Honors Addendum Proposals- First and only Reading
   j) Final Approval – Distance Education Addendum Proposals – First and Only Reading
   k) Final Approval – Employment Concentration Certificates – First and Only Reading
   l) Final Approval – New Curriculum Conceptual Reviews – First and Only Reading
   m) Final Approval – C-ID Conditional Revisions

3) **Open Agenda - Action Items**
   a) Conceptual Approval - New Course Proposals- First Reading
   b) Conceptual Approval - Course Revisions (including reactivations and deactivations)- First Reading
   c) Conceptual Approval –Prerequisite/Co-requisite/Recommended Preparation Proposals –First Reading
   d) Conceptual Approval - New Program Proposals- First Reading
   e) Conceptual Approval - Program Revisions (including reactivations and deactivations)- First Reading
   f) Conceptual Approval –Procedure Revisions –First Reading
   g) Conceptual Approval – Other Curriculum Changes - First Reading
   h) Conceptual Approval - 2 year Career Education Review - First Reading

4) **Information/Discussion Agenda**

5) **Adjournment**
Unfinished Business

Regarding curriculum approvals with suggested amendments at final reading, the committee reached a consensus that items with required changes should be tabled pending re-submission with recommended changes and should return on the following Consent Agenda for the committee’s final approval.

All items tabled at final reading will be carried to the following Committee agenda unless the requestor asks that the item be removed. The minutes for the final meetings of each semester will be approved by electronic vote. At the end of the academic year, any unresolved items on the agenda will be removed from the agenda and from the CurricUNET approval process. Curriculum can be approved up until the day before final exams start in the spring; any courses or awards that complete the approval process by that date will be scheduled to be discussed at the September agenda of the following academic year. There will be no carry over items forwarded for the new academic year.

Submission of Curriculum for Approval

Catalog Inclusion Date

Each academic year, the Curriculum office will publish a catalog inclusion deadline which accounts for committee action time, Board of Trustee approval dates, and College Catalog printing deadlines. When the catalog inclusion deadline has passed, curriculum submissions will apply to the next available catalog. Any exceptions require approval by the Vice President of Instruction.

The MSJC curriculum committee operates on a once-a-year catalog schedule so that courses and awards that are approved by the November curriculum cycle will be in the following year catalog, beginning in Fall.

New courses and Employment Concentration Certificates and ADT awards that are approved after the November catalog deadline through the May curriculum cycle (and therefore approved by the end of the academic year) will be published in the mid-year catalog addendum to take effect the following spring semester with the following stipulations:

1. New courses can be taught the following spring semester provided that they are numbered under 100
   o At such time as a new numbering scheme exists so that Career Education courses can be approved at a level that is above 100 but designated as nontransferable, the policy will be revisited
2. Non-Credit courses will not be included in the addendum and cannot be taught outside of the standard catalog deadlines because they are not subject to the new streamlined approval process
   o At such time as this changes, new Non-Credit courses can be included
3. New courses in new awards are not eligible because they are not subject to the streamlined approval process
   o At such time as this changes, the policy will be revisited
4. Course revisions including new Distance Education addenda will take effect with standard catalog deadlines due to the behind-the-scenes processes (updating of databases such as Chancellor’s Office Curriculum Inventory and Colleague, the roll-over of the schedule, etc) as well as catalog rights implications.

5. All 100- and 200-level courses are not eligible for inclusion in the mid-year addenda because of articulation deadlines that are not under MSJC control.

6. Only Employment Concentration Certificates and new ADT awards (once approved by the Chancellor’s Office) will be eligible for mid-year catalog addendum because other awards are not subject to the streamlined approval process
   - At such time as this changes, the policy will be revisited

Submission and Approval Process

Instructions are available in the Best Practices handbook, on the Curriculum Committee website, and through CurricUNET. The two-meeting a month schedule with curriculum considered at each meeting is intended to streamline the time period for adoption of new curriculum or revision of established curriculum.

Items that are tabled at the first read due to lack of representation will be dropped from the current cycle and be moved to the next cycle rather than carried on to the second meeting of the month.

Items that are tabled at first read pending further documentation or information will also be moved to the next cycle rather than carried on to the second meeting of the month, provided requested back up materials are received or requested changes are made by that deadline. Exceptions may be made during the November (catalog) cycle on a case-by-case basis.

Items that are approved to second read with changes required will be placed at second read if the materials are received or the requested changes are made by the deadline for the second meeting of the month. If the materials are not received or changes are not made by that deadline, the item will stay on the agenda with a note that the backup materials were not received changes were not made, and the items will be tabled and reflected in the minutes. If the materials are received by the deadline for the subsequent month’s meeting cycle, the items will stay on the agenda; if the materials are not received by the subsequent month’s meeting deadline, the items will be dropped from the agenda until the backup materials are received/changes are made.

Submission Deadlines

Items requiring Technical Review (new courses, course revisions, and distance education addenda).

At least six weeks prior to the meeting deadline, the outline (including, if applicable, distance education addendum) must be submitted/launched through CurricUNET for support from department faculty and chairs and approval of Technical Review. After making the changes suggested and getting approval from Articulation, Library, Assessment, Student Services, Pedagogical Review, Distance Education review (if
applicable), and Curriculum Analyst, the course will be forwarded to the department chairs and deans for review and approval.

At the time of submission of the course, the Honors addendum, if applicable, should also be submitted through CurricUNET so that the Honors committee can conduct a separate Technical Review once the addendum has received department faculty and chair support. Once all requested changes have been made to the Honors addendum portions of CurricUNET, the Honors coordinator will approve the Honors course; the addendum must then get approval by the Curriculum Analyst, after which it will be forwarded to department chairs and deans for review and approval. The course cannot go to the agenda until the Honors addendum is also approved to the agenda.

Two-year Career Education revisions and course deactivations require abbreviated technical review: for 2-year revisions by the Curriculum Analyst and for deactivations by Articulation and Curriculum Analyst. Once approved, the 2-year revision or deactivation will be forwarded to department chairs and deans for review and approval.

Courses and all appropriate addenda must complete the technical review process and receive all chairs and deans approvals by the due dates specified on the curriculum calendar for placement on the agenda. Cross-listed courses require email approval from cross-listed department chair(s) and dean(s) which must be attached to the course in CurricUNET. *(For specific information and dates: See curriculum calendar.)*

**Items not requiring Technical Review** (all submissions other than those listed above)
Such items are due in the Curriculum Office approximately ten days prior to the meeting. *(For specific dates: See curriculum calendar.)*

**Inaction of department chair in CurricUNET approval process**
It is the course author’s responsibility to monitor the status of each course in the approval process. Holds are in place at various levels, and reviewers at all levels are given several days to take action. However, if a course appears to be stuck at the department chair level for 10 or more days, the course author should contact the department chair who needs to be reviewing the class. If the request does not result in action being taken, the dean for that campus will then take action on behalf of the chair, resulting in a chair’s forfeiture of the opportunity to approve or disapprove that curriculum. For specific details, see Best Practices handbook under CurricUNET Approval Information.

**Inaction of dean in CurricUNET approval process**
It is the course author’s responsibility to monitor the status of each course or award in the approval process. Holds are in place at various levels, and reviewers at all levels are given several days to take action. However, if a course or award appears to be stuck at the dean level for 10 or more days, the course author should contact the dean who has not yet approved the class. If the dean has a reason for not approving the course to first read, he or she should try to resolve the issues with the faculty author so that the course can proceed to first read. If the department and dean cannot resolve the issue after a good faith effort has been made, the faculty author should notify the curriculum committee via email, copying the dean. The course will be
put on first read, and both parties may represent their support or lack of support for the course or award at the meeting.

**Required Representation for Curriculum Submissions**
In order to assure that curriculum items will be considered by the Curriculum Committee, representation is required at meetings except for 2-year Career Education reviews. The Committee highly encourages the course author to speak to the issues regarding curriculum submissions but understands that it is not always feasible for the course author to attend at the scheduled meeting time and place. Therefore, the committee will accept representation by a department chair, a designated faculty member, or instructional administrator for that department as long as the committee determines that the representative is knowledgeable concerning the relevant issues and has reasonable access and commitment to communicate needed changes to the course author. If representation is not deemed adequate, the committee reserves the right to table the curriculum item. If someone besides the course author represents the course, the course author is responsible for contacting the representative concerning feedback from the Curriculum Committee. In an effort to save paper and avoid waste, the committee no longer provides a copy of the committee agenda for each course author. Course authors can utilize the curriculum website to print out the appropriate pages from the agenda for their reference at the meeting; they should bring a hard copy to the meeting for reference and to make note of any changes requested by the committee.

**Curriculum is a Faculty-Driven Process**
Based on California Ed Code §70902 (b) (7), Title 5 §53200 and MSJC Faculty Association CTA/NEA Contract Section VIII B.2.b (5), curriculum is a faculty-driven process. To that end, only full-time or associate faculty may write or revise curriculum. Classified employees and consultants may be trained in the use of CurricUNET and will have the ability to view courses in CurricUNET, but they will not be assigned to a department or have access to the approval process. Any staff or administrative member who was previously in a faculty position but is no longer employed as faculty will not be able to submit new or revised courses through the curriculum process. Hired consultants may serve as a resource to assist faculty in writing or revising curriculum, but the courses must be submitted, revised, and represented by faculty members and, ultimately, be the faculty member’s responsibility. This policy is in keeping with California Ed Code, Title 5, and the MSJC contract but also seeks to protect classified employees who would be taking on responsibilities that are outside of their contractual obligations if they engage in writing or revising curriculum.

**Curriculum Changes Outside of the Normal Process due to Title 5, Ed Code, Chancellor’s Office or Legal Mandates**
Typically, changes to courses and awards must be handled through the CurricUNET approval process. In those instances where legal mandates (such as Title 5, Ed Code, or legal rulings) or Chancellors Office or Academic Senate requirements or recommendations require a more global review of courses or awards or processes, changes may be made outside of the normal curriculum approval process and guidelines. For example, when the repeatability law mandated the removal of repeatability in all courses that were not identified as allowable, the committee determined a policy and then applied the new rules to all courses simultaneously without requiring a revision through the standard process. Because each of these situations and the timelines by which they must be made will vary, such changes outside of the process will require a
two-read approval of the process by which the changes will be made with approval by Site Council and Executive Senate before individual courses or awards are identified for change.

It is important that area representatives notify faculty of any impending changes of this nature so that faculty are aware of the reasons for the change and the possible implications. Any changes to specific courses or awards will be communicated to discipline faculty and, as appropriate or allowable, faculty will be asked for their recommendations for applying the changes to their courses and awards.

**Submission Types and Requirements**

**New Course**

In order to submit a new course through the curriculum process, all other department curriculum must be in compliance. A faculty member must then present a conceptual overview of the curriculum before the committee. To do so, the faculty member completes an A9 (credit course) or A10 (noncredit course) form, which can be found on the N drive, in CurricUNET, and on the Curriculum Committee website, giving conceptual background of the course, including plans for Course Learning Outcomes, prerequisites, units or hours, TOP code, DE or Honors addendum, inclusion in awards, and the rationale for adding the new course. New Career Education course proposals based on employment skills or needs require documentation to validate need for course; documentation could include information from an advisory group or industry partner, job market information that clarifies the kinds of skills being proposed in the new course, or similar information. Non-credit proposals must also indicate who will be responsible for scheduling and staffing the course and for future course revisions. Before securing signatures on the form, the faculty author should submit the form to the curriculum email, copying the full-time department faculty, chairs, and deans. Any faculty, chairs, or deans who have concerns about the new course proposal should communicate their concerns to the chairs or deans. The form will be reviewed so that all areas are accurately completed and any necessary documentation (including, as appropriate, information related to facilities and resources related to the new course and employment or transferability documentation) is included. Once technical review of the form is complete, the faculty member can obtain signatures, and the form can be placed on a curriculum agenda. No chair or dean substitute signatures will be allowed on A9 or A10 forms. A9 and A10 forms may be placed on either meeting of the month. The faculty member or a representative will attend a curriculum meeting and discuss the proposed new course; any faculty from the department with concerns about the new course are also encouraged to attend. After the proposed curriculum is approved conceptually, a shell for the course will be created, and the course can be submitted via CurricUNET. The course must come to a curriculum committee agenda within a year of the A9 or A10 being approved, or the course shell will be removed, and a new A9 or A10 will need to be submitted to the committee for approval. New course submissions require support from department faculty and department chair(s), approval from the Assessment Coordinator, Librarian and (as appropriate) the Articulation Officer, technical review (including technical and pedagogical – see above), Distance Education (as appropriate) approval, Students Services support (as appropriate), Honors approval (as appropriate), chair(s) and dean(s) approval, two readings and Board of Trustee approval. *(For specific information and dates: See Best Practices Handbook and curriculum calendar.)*
Revised Course

Course Revision (including reactivations)
Course revision submissions require support from department faculty and department chair(s), approval from the Assessment Coordinator, Librarian and (as appropriate) the Articulation Officer, technical review (including technical and pedagogical – see above), Distance Education (as appropriate) approval, Students Services support (as appropriate), and chair(s) and dean(s) approval, two readings and Board of Trustee approval. Additionally, when a Course Outline of Record is submitted to the Curriculum Committee for revision, any Honors or Distance Education Addenda applied to that course must be reviewed, revised (as necessary), and resubmitted for approval at the same time as the revised Course Outline of Record. The submission of a Course Outline of Record without the resubmission of applicable Honors and Distance Education Addenda will be deemed incomplete and will not be placed on the Curriculum Committee agenda until reviewed, revised, or deactivated Honors and Distance Education Addenda are submitted. Course revisions such as unit value change that impact awards will require submission of award revisions and cannot be processed without the accompanying revisions to awards. (For specific information and dates: See Best Practices Handbook and curriculum calendar.)

Career Education 2-year Review
Title 5 requires Career Education curriculum be reviewed every two years. In order to make this process more manageable for faculty, the Curriculum Committee has approved a process that allows faculty to review courses to meet this requirement without having to revise the courses unless major revisions are required. Requisites must be validated as part of the 2-year review but cannot be changed or deleted without going through the entire revision process. Courses will need to go through the complete curriculum process at least every six years. If, upon reviewing a course, changes in textbooks are the only revisions being made, these can be completed using the 2 Year Review approval process in CurricUNET, provided that the course will not become out-of-compliance in fewer than two years. All 2 Year Review submissions require a truncated technical review by Curriculum Analyst, chair(s) and dean(s) approval, and two readings. Approval of a Career Education 2-year review will include approval of all addenda associated with the course. (For specific information and dates: See Best Practices Handbook and curriculum calendar.)

Course Deactivation
Course deactivation submissions require a truncated technical review by Curriculum Analyst, Articulation Officer, chair(s) and dean(s) approval, two readings and Board of Trustee approval. The action of deactivating a course will necessarily include the deactivation of any associated distance education addendum or honors addendum of the course although Honors addenda deactivations must also be submitted through CurricUNET. If a course deactivation impacts another course for which it is a requisite, the course(s) must also be revised for the deactivation to take effect. If that involves courses or awards in another department, the author of the course being deactivated should email faculty in the department(s) affected and copy the curriculum email. If the other departments do not submit the revisions to the courses impacted by the deactivation within four weeks of the email notification, then the curriculum chair will intervene. In cases where a deactivation affects an award pattern, the course author will be required to submit award revisions; the deactivation cannot be processed without the
accompanying revisions to awards. *(For specific information and dates: See Best Practices Handbook and curriculum calendar.)* See Sunset Policy below for further information pertaining to deactivation.

**Prerequisite Change**

Course prerequisite, corequisite, recommended preparation advisories, and other enrollment criteria must be processed with the course and require two readings and separate approval. For prerequisite, corequisite, recommended preparation advisory or other enrollment criteria changes to previously approved courses, revision to course outlines is required. *(For specific information and dates: See Best Practices Handbook and curriculum calendar.)*

The committee has established guidelines to standardize prerequisite, co-requisite, and recommended-preparation language:

1. Prerequisite, co-requisite, and recommended-preparation language should reflect economy of wording. It should not include the following wording:
   a. “Or equivalent,” where equivalency is redundant
   b. Other superfluous wording.
2. All prerequisite courses will include the language: “with a grade of C or higher.” *(CurricUNET will automatically include it.)*
3. For recommended preparation or co-requisites, the course only should be listed (do not use “with a grade of C or better”).

**Distance Education Addendum**

A Distance Education Addendum is part of the Course Outline of Record. Therefore, a revision to Distance Education requires technical review (as part of the course approval process), one reading and separate approval on the curriculum committee agenda. In order to add a Distance Education Addendum to a previously approved course, a revision to the course outline is required. Additionally, when a Course Outline of Record is submitted to the Curriculum Committee for revision, any Distance Education Addenda applied to that course must be reviewed, revised, and resubmitted for approval at the same time as the revised Course Outline of Record. A Distance Education deactivation will also require a revision to the course outline and will follow the procedures for a course revision. Distance Education additions, revisions, or deactivations will take effect with the appropriate catalog deadline. *(For specific information and dates: See approval flowchart and curriculum schedule.)*

A Distance Education Addendum must be approved by the Committee in order for a course to be taught in Fully Online and/or Hybrid form. The approved fully-online Distance Education Addendum for a course will allow a department to offer the course in a hybrid form without additional Curriculum Committee approval. However, in the case that only a hybrid Distance Education Addendum exists, a department must submit a fully-online Distance Education Addendum in order to offer the course fully online. A fully-online Distance Education Addendum will replace any existing hybrid addendum. A department is advised to deactivate an existing fully-online Distance Education Addendum and replace it with a hybrid Addendum if the department determines that the fully-online format is not viable. *(See information on writing Distance Education classes and Regular Effective Contact Hours Policy.)*
An Honors course requires a separate Distance Education addendum in order to be offered online. However, the MSJC Honors Committee, as a member of the National Council of Honors Programs, follows the position of the NCHC and does not approve of honors addenda for fully online Honors courses. The Honors committee is willing to consider hybrid honors addenda that require some face-to-face meeting between the instructor and the student.

**Honors Addendum**

Honors Addenda require technical review by the Honors curriculum subcommittee, Curriculum Analyst, Articulation Officer, approval by department chair(s) and dean(s) and Honors coordinator, one reading and separate approval on the curriculum committee agenda. In order to add an Honors addendum to a previously approved course, revision to the course outline is required. For new Honors addenda for existing courses, the course author must contact the Office of Curriculum (via email) and request a new Honors course be created. Additionally, when a Course Outline of Record is submitted to the Curriculum Committee for revision, any Honors Addenda applied to that course must be reviewed, revised (as necessary), and resubmitted for approval at the same time as the revised Course Outline of Record. Note that the Honors committee conducts a separate Technical Review. See information above regarding submission deadlines. *(For specific information and dates: See Best Practices Handbook and curriculum calendar.)* It was the consensus of the Honors committee and the curriculum committee that an Honors course will require a separate Distance Education addendum in order to be offered online.

**New Award**

The Chancellor’s Office requires all new Career Education degree and certificate submissions obtain approval from the regional consortium. This approval process can take place prior to launching a Career Education award in CurricUNET or concurrently, but a new Career Education degree or certificate will not be placed on the agenda for first read at the curriculum committee until confirmation of approval from the regional consortium (as demonstrated through meeting minutes) is attached to the award submission. The regional consortium approval requires two reads. For more information on the details, see the Best Practices Handbook. After approval by the consortium, the award (except Employment Concentrations) requires two readings at the curriculum committee and Board of Trustee approval before being submitted to the Chancellor’s Office for approval. *(For specific information: See the Best Practices Handbook.)*

**State Approved Degrees (minimum 18 major-preparation units for a total of 60 units)**

New state approved degree submissions require appropriate Chancellor’s Office forms and back up materials attached to the submission in CurricUNET, including regional consortium approval, and require Curriculum Analyst, chair(s) and dean(s) approval, two readings at the curriculum committee, Board of Trustee approval, and submission to the Chancellor’s Office.

**State Approved Certificates (minimum 16 units)**

New state approved certificate submissions require appropriate Chancellor’s Office forms and back up materials attached to the submission in CurricUNET, including regional consortium approval, and require Curriculum Analyst, chair(s) and dean(s) approval, two readings at the curriculum committee, Board of Trustee approval, and submission to the Chancellor’s Office. Departments can submit programs that are
8-15.5 units as state-approved certificates that will be included on students’ transcripts. NOTE: the units required for Chancellor’s Office approval changed in August 2018; previously, certificates did not need to be approved unless they consisted of 18 or more units.

**Employment Concentration (fewer than 16 units)**

Employment Concentration Certificates are locally-approved certificates and do not require state approval but are not included on students’ transcripts. New employment concentration submissions require appropriate approvals and back up materials including labor market analysis and career advisory information and require Curriculum Analyst, chair(s) and dean(s) approval and one reading on the Consent agenda.

**Certificate of Competency (Non-Credit)**

A Certificate of Competency includes two or more non-credit courses in basic skills or ESL that are designed to prepare students to take credit coursework in a particular field or for completion of an associate degree or transfer requirements. These certificates should have ESL or Elementary & Secondary basic skills TOP codes. New state-approved Certificate of Competency submissions require appropriate Chancellor’s Office forms and back up materials attached to the submission in CurricUNET, including the competencies the student will achieve through completion of the series of courses, and require Curriculum Analyst, chair(s) and dean(s) approval, two readings at the curriculum committee, Board of Trustee approval, and submission to the Chancellor’s Office.

**Certificate of Completion (Non-Credit)**

A Certificate of Completion includes two or more non-credit courses that will lead to improved employability or job opportunities. These certificates should have short-term vocational or workforce preparation TOP codes. New state approved Certificate of Competency submissions require appropriate Chancellor’s Office forms and back up materials attached to the submission in CurricUNET, including evidence of high employment potential, and require Curriculum Analyst, chair(s) and dean(s) approval, two readings at the curriculum committee, Board of Trustee approval, and submission to the Chancellor’s Office.

**Revised Award Revision**

Award revision submissions of a title change, TOP code change, or unit value change require appropriate Chancellor’s Office forms and back up materials attached to the submission in CurricUNET and require Curriculum Analyst, chair(s) and dean(s) approval, and with the exception of Employment Concentrations, two readings at the curriculum committee, Board of Trustee approval, and submission to the Chancellor’s Office. Depending on the type of changes made, Chancellor’s Office forms may be required. *(For specific information: See the Best Practices Handbook.)*

**State Approved Degrees (minimum 18 major-preparation units for a total of 60 units)**

Revised state approved degree submissions require appropriate Chancellor’s Office forms and back up materials attached to the submission in CurricUNET and require Curriculum Analyst, chair(s) and dean(s)
approval, two readings at the curriculum committee, Board of Trustee approval, and submission to the Chancellor’s Office.

**State Approved Certificates (minimum 16 units)**
Revised state approved certificate submissions require appropriate Chancellor’s Office forms and back up materials attached to the submission in CurricUNET and require Curriculum Analyst, chair(s) and dean(s) approval, two readings at the curriculum committee, Board of Trustee approval, and submission to the Chancellor’s Office. Departments can submit programs that are 8-15.5 units as state-approved certificates that will be included on students’ transcripts. NOTE: the units required for Chancellor’s Office approval changed in August 2018; previously, certificates did not need to be approved unless they consisted of 18 or more units.

**Employment Concentration (fewer than 16 units)**
Revised employment concentration submissions require appropriate approvals and back up materials and require Curriculum Analyst, chair(s) and dean(s) approval and one reading on the Consent agenda.

**Certificate of Competency (Non-Credit)**
Revised certificate of competency submissions require appropriate Chancellor’s Office forms and back up materials attached to the submission in CurricUNET and require Curriculum Analyst, chair(s) and dean(s) approval, two readings at the curriculum committee, Board of Trustee approval, and submission to the Chancellor’s Office.

**Certificate of Completion (Non-Credit)**
Revised certificate of completion submissions require appropriate Chancellor’s Office forms and back up materials attached to the submission in CurricUNET and require Curriculum Analyst, chair(s) and dean(s) approval, two readings at the curriculum committee, Board of Trustee approval, and submission to the Chancellor’s Office.

**Award Deactivation**
Award deactivations require appropriate back up materials attached to the submission in CurricUNET and require Curriculum Analyst, chair(s) and dean(s) approval, two readings at the curriculum committee, Board of Trustee approval, and submission to the Chancellor’s Office.

**State Approved Degrees (minimum 18 major-preparation units for a total of 60 units)**
Deactivation of state approved degree submissions require appropriate back up materials attached to the submission in CurricUNET and require Curriculum Analyst, chair(s) and dean(s) approval, two readings at the curriculum committee, Board of Trustee approval, and submission to the Chancellor’s Office.

**State Approved Certificates (minimum 16 units)**
Deactivation of state approved certificate submissions require appropriate back up materials attached to the submission in CurricUNET and require Curriculum Analyst, chair(s) and dean(s) approval, two readings at the curriculum committee, Board of Trustee approval, and submission to the Chancellor’s Office.

**Employment Concentration (fewer than 16 units)**
Deactivation of employment concentration submissions require appropriate approvals and back up materials and require Curriculum Analyst, chair(s) and dean(s) approval and one reading on the Consent agenda.

**Certificate of Competency (Non-Credit)**
Deactivation of state approved certificate of competency submissions require appropriate back up materials attached to the submission in CurricUNET and require Curriculum Analyst, chair(s) and dean(s) approval, two readings at the curriculum committee, Board of Trustee approval, and submission to the Chancellor’s Office.

**Certificate of Completion (Non-Credit)**
Deactivation of state approved certificate of completion submissions require appropriate back up materials attached to the submission in CurricUNET and require Curriculum Analyst, chair(s) and dean(s) approval, two readings at the curriculum committee, Board of Trustee approval, and submission to the Chancellor’s Office.

### Other Curriculum Committee Policies

#### College Curriculum Policy
Items of curriculum policy include, but are not limited to, grading, course equivalency such as CLEP and AP, and graduation requirements. Such a proposal may be requested as “Information Item,” at which time the committee shall determine placement for consideration on future agendas. Information items require the completion of an A7 form, which can be found on the N: drive, in CurricUNET, and on the curriculum website. A7 forms require hard copy signatures and must be submitted to the Curriculum Office no later than 10 days before the curriculum committee meeting date. Items that require a vote (action items) require the completion of an A8 form, which can be found on the N: drive, in CurricUNET, and on the curriculum website. A8 forms require hard copy signatures and must be submitted to the Curriculum Office no later than 10 days before the curriculum committee meeting date. If an item is approved by the committee, it must be forwarded to the Board of Trustees for approval.

#### High School Articulation Agreements
High school articulation agreement submissions require the completion of an A7 form (which can be found on the N: drive, in CurricUNET, and on the curriculum website) with appropriate signatures and back up materials and one reading on the “Information” agenda.

#### Affiliation Agreements related to curriculum
Any Affiliation Agreement (formerly known as Memorandum of Understanding [MOU]) that involves curriculum-related issues such as prerequisites or dual enrollment will be submitted to the committee. New Affiliation Agreements require the completion of an A8 form with appropriate signatures and a copy of the Affiliation Agreement for a vote and requires two reads. Once approved, signed Affiliation Agreements will be presented as they are updated or agreed upon with new parties; these will require the completion of an A7 form with appropriate signatures and copies of the Affiliation Agreement and one reading on the “Information” agenda.

**Mnemonic Changes**

In cases where a department wishes to change its mnemonic, the department chair should email the curriculum committee chair and the Academic Senate president with the request. The curriculum committee chair and Academic Senate president will then confer to determine whether the issue should come before curriculum committee or the Academic Senate or both. Once the change in mnemonic is approved, the department would need to revise courses for the mnemonic change to take effect.

With respect to Non-Credit, any department wanting to offer NC course offerings that the department will be responsible for staffing, scheduling, and curriculum, can use the corresponding NC mnemonic (i.e., NC/MATH, NC/MUS) without going through Academic Senate. This will be determined when an A10 comes through the committee.

**Program Name Changes**

Proposed program title change and possible new mnemonic (for courses) will need to be approved by the Academic Senate before being brought to the Curriculum Committee. Once approved and Academic Senate minutes have been received, an A8 Form (on the N: drive) will need to be developed for the program title change and presented to the Curriculum Committee for approval. This will go through the first and second read process. At the same time as the A8 form is presented for the program title change to the Curriculum Committee for approval, an A7 Form – Information Item (also on the N:drive) will need to be developed to present the new mnemonic to the curriculum committee. This is just an information item.

Once the Program Title change has gone through the Curriculum Committee for approval and is then approved by the Board of Trustees, it will be uploaded into Colleague and Program Title Changes in the Catalog will take place. At this time, all courses that will assume the new mnemonic will need to be revised within the current Curriculum processes (please see Best Practices Handbook on how to Revise Courses and, if applicable, how to revise awards if the award titles are being revised).

Catalog deadlines will apply to Program Title Changes, as they do with courses and awards.

**Repeatability policy**

Per Title 5 § 55041, most credit courses at Mt. San Jacinto College are not repeatable. Exceptions to this regulation are limited to the following. Title 5 §55041(a) states that districts may only designate the following types of courses as repeatable:
1. Intercollegiate academic or vocational competition courses where the course is part of a district sanctioned competitive activity. These courses must be designed specifically for participation in non-athletic competitive events between students from different colleges that are sanctioned by a formal collegiate or industry governing body. Courses must be limited to no more than 4 enrollments, including W and substandard grades. The participation of the event must be directly related to the course content and objectives pursuant to subdivisions (a) or (b) of section §55002 The following Mt. San Jacinto College course is allowed repetition under this exception: COMM 160.

2. Intercollegiate athletics as defined in section §55000, such that an intercollegiate course is one in which a student athlete is enrolled to participate in an organized competitive sport sponsored by the district or a conditioning course which supports the organized competitive sport. Courses must be limited to no more than 4 enrollments, including W and substandard grades. The participation of the event must be directly related to the course content and objectives pursuant to subdivisions (a) or (b) of section §55002.

Section §58162 further specifies that state apportionment may be claimed for the attendance of students enrolled in approved courses of intercollegiate athletics, as defined in section §55000, which are otherwise eligible for state assistance. However, state apportionment for students in courses of intercollegiate athletics shall not be claimed for more than 350 hours of attendance for each enrolled student in each fiscal year for each sport in which the student participates. Of the 350 hours of attendance, no more than 175 hours can be claimed for student enrollment in courses dedicated to the sport, and no more than 175 hours can be claimed for student enrollment in courses that focus on conditioning or skill development for the sport.

In addition to the limitation of hours as defined above, Mt. San Jacinto College policy requires that any course that is deemed repeatable for purposes of intercollegiate athletics have the following:

- A PEIC mnemonic
- The intercollegiate TOP code of 0835.50
- A prerequisite that limits the course to intercollegiate athletes
- A clear indication in the course description that the course is for intercollegiate athletics
- Repeatability of no more than 4 times

3. Courses for which repetition is necessary to meet the major requirements of CSU or UC for completion of a bachelor’s degree. The college governing board 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.

Music Ensemble and Applied Music classes have been deemed repeatable based on language from UCLA and California State University Northridge, as required for their majors.

Theater Production courses may be repeatable California State University Pomona and Fresno State University.
Only Modern Dance and Ballet classes have been deemed repeatable, up to two times per level and no more than 4 times within a related-content group, based on language from California State University Fullerton, as required for their majors.

Option 1:
Level 1 – repeated 2 times for credit
Level 2 – repeated 2 times for credit

Or Option 2:
Level 1A – 1 time for credit
Level 1B – 1 time for credit
Level 2A – 1 time for credit
Level 2B – 1 time for credit

Or Option 3:
Level 1A – 1 time for credit
Level 1B – 1 time for credit
Level 2A – 2 times for credit
Level 2B – 2 times for credit

Because Dance majors are most likely to begin their college career with some experience and thus should not start at the beginning level but need to be taking dance skill classes each semester, two takes at the intermediate (Level 2) were deemed appropriate for Modern Dance and Ballet.

All other dance genres may have two beginning and two intermediate level courses, but none of the courses may be repeated.

When a course is repeated pursuant to this section, the grade received each time shall be included for purposes of calculating the student’s grade point average. All attempts – including “W” and substandard grades – will count toward the enrollment limitation.

When course repetition occurs pursuant to this section, the student's permanent academic record shall clearly indicate any courses repeated using an appropriate symbol and be annotated in such a manner that all work remains legible, insuring a true and complete academic history.

Related-Content Groups
Courses which are “active participatory courses” (Title 5 § 55000) and courses which are in “Physical Education, Visual Arts, or Performing Arts” (Title 5 § 55040) shall be placed in related-content groups to be designated by discipline faculty and approved by the Curriculum Committee. This applies to courses associated with one of the following TOP codes:

TOP 10 Fine and Applied Arts
1001.00 Fine Arts General
1002.00 Art (Painting, Drawing, Sculpture)
1002.10 Painting and Drawing
1002.20 Sculpture
1002.30 Ceramics
1004.00 Music
1007.00 Dramatic Arts
1008.00 Dance
1009.00 Applied Design
1009.10 Jewelry
1011.00 Photography

TOP 08 Education
   0835.00 Physical Education
   0835.10 Physical Fitness and Body Movement

Courses in vocational education TOP codes do not at this time need to be put into groups.

Limitation on Enrollment within Related-content groups

Per Title 5 § 55040 (c) a student may enroll in “related” active participatory courses for no more than four semesters or six quarters. This limitation applies even if a student receives a substandard grade during one or more of the enrollments in such a course or petitions for repetition due to special circumstances as provided in section 55045.”

Per Title 5 § 55043 (b), if the district determines that a student needs to repeat an active participatory course, as defined above due to significant lapse of time, that repetition shall be counted in applying to the student’s total number of experiences within that course group. If the student has already exhausted the number of experiences within a related-content group, an additional repetition due to significant lapse of time may be permitted or required by the district. However, apportionment shall not be collected for course repetition exceeding a student’s four experiences within a group even if there has been a significant lapse in time.

Exceptions
Title 5 § 55040 (7) permits a student with a disability to repeat a special class for students with disabilities any number of times based on an individual determination that such repetition is required as a disability-related accommodation for that particular student. The district policy may allow the previous grade and credit to be disregarded in computing the student’s GPA each time the course is repeated.

Per Title 5 § 55040 (8) permits a student to petition to repeat a course determined to be legally mandated as defined in section 55000, regardless of whether substandard academic work has been recorded. Such courses may be repeated for credit any number of times.
Title 5 § 55040 (9) permits a student to petition to repeat a course as a result of a significant change in industry or licensure standards such that repetition of the course is necessary for employment or licensure. Such courses may be repeated for credit any number of times.

Title 5 § 55045 permits a student to petition to repeat a course previously completed because of “extenuating circumstances.” Extenuating circumstances are defined in Title 5 are verified cases of accidents, illness, or other circumstances beyond the control of the student.

**NOTE:** As mandates from the state come to us, these requirements may change.

Per Title 5 § 55041, most credit courses at Mt. San Jacinto College are not repeatable. Exceptions to this regulation are limited to the following. Title 5 §55041(a) states that districts may only designate the following types of courses as repeatable:

4. Intercollegiate academic or vocational competition courses where the course is part of a district sanctioned competitive activity. These courses must be designed specifically for participation in non-athletic competitive events between students from different colleges that are sanctioned by a formal collegiate or industry governing body. Courses must be limited to no more than 4 enrollments, including W and substandard grades. The participation of the event must be directly related to the course content and objectives pursuant to subdivisions (a) or (b) of section §55002. The following Mt. San Jacinto College course is allowed repetition under this exception: COMM 160.

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- The intercollegiate TOP code of 083550
• A prerequisite that limits the course to intercollegiate athletes
• A clear indication in the course description that the course is for intercollegiate athletics
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  1001.00 Fine Arts General
  1002.00 Art (Painting, Drawing, Sculpture)
  1002.10 Painting and Drawing
  1002.20 Sculpture
  1002.30 Ceramics
  1004.00 Music
  1007.00 Dramatic Arts
  1008.00 Dance
  1009.00 Applied Design
  1009.10 Jewelry
  1011.00 Photography

TOP 08 Education
  0835.00 Physical Education
  0835.10 Physical Fitness and Body Movement

Courses in vocational education TOP codes do not at this time need to be put into groups.

Limitation on Enrollment within Related-content groups
Per Title 5 § 55040 (c) a student may enroll in “related active participatory courses for no more than four semesters or six quarters. This limitation applies even if a student receives a substandard grade during one or more of the enrollments in such a course or petitions for repetition due to special circumstances as provided in section 55045.”

Per Title 5 § 55043 (b), if the district determines that a student needs to repeat an active participatory course, as defined above due to significant lapse of time, that repetition shall be counted in applying to the student’s total number of experiences within that course group. If the student has already exhausted the number of experiences within a related-content group, an additional repetition due to significant lapse of
time may be permitted or required by the district. However, apportionment shall not be collected for course repetition exceeding a student’s four experiences within a group even if there has been a significant lapse in time.

**Exceptions**

Title 5 § 55040 (7) permits a student with a disability to repeat a special class for students with disabilities any number of times based on an individual determination that such repetition is required as a disability-related accommodation for that particular student. The district policy may allow the previous grade and credit to be disregarded in computing the student’s GPA each time the course is repeated.

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Title 5 § 55040 (9) permits a student to petition to repeat a course as a result of a significant change in industry or licensure standards such that repetition of the course is necessary for employment or licensure. Such courses may be repeated for credit any number of times.

Title 5 § 55045 permits a student to petition to repeat a course previously completed because of “extenuating circumstances.” Extenuating circumstances are defined in Title 5 are verified cases of accidents, illness, or other circumstances beyond the control of the student

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**Deactivation Policy**

Title 5 §55003 requires course outlines be revised every six years (every two years for Career Education classes). Courses that are out of compliance jeopardize transfer, articulation, and licensing requirements. Courses will be subject to the out-of-compliance deactivation policy if they are out of compliance as of the previous January. Faculty will be notified at the beginning of the school year. This policy replaces the sunset policy.

(a) Courses that are three semesters or more out-of-compliance will be deemed inactive as of May each year and cannot be offered or scheduled until they are approved to first read of a curriculum committee agenda. The college may limit the number of sections of out-of-compliance courses offered in the fall.

b) The curriculum committee will deactivate any course that has been out of compliance for three or more three semesters (out-of-compliance as of January the previous year) at the October face-to-face meeting.

c) Any awards that are impacted by course deactivation will also be revised or deactivated depending on the implication of the deactivated course.

An example of the timeline follows:
Fall 2017 COURSE XXX notified it is subject to the deactivation policy (out-of-compliance as of January 2017)

Spring 2018 COURSE XXX may be offered

Fall 2018-Spring 2019 COURSE XXX inactive and cannot be offered or scheduled until approved to first read

Fall 2018 (October) COURSE XXX automatically deactivated if not revised or deactivated by the department

Fall 2019 COURSE XXX removed from catalog and awards

### Other Curriculum Committee Roles and Responsibilities

#### Role of the Committee with respect to Course/Student Learning Outcomes

It is the consensus of the Curriculum Committee (1) to support the process of developing and assessing student learning outcomes at Mt. San Jacinto College on various levels and (2) to become a repository of assessment materials and results.

At the course level, the Committee will continue to ask that learning objectives be phrased in the form of behavioral outcomes. These objectives along with examples of assignments serve as starting points for developing and applying assessment tools. To allow for flexibility in assessment, the committee has decided that the assessment procedures will not become part of the outline of record. A field in CurricUNET requires Course Learning Outcomes be developed for each course and are approved by the Assessment Coordinator so that all new and revised courses will be required to have corresponding Course Learning Outcomes.

At the department level, the Committee has added a field to the Request for Placement form which asks departments to explain how a new and revised program or course supports the discipline’s Program Learning Outcomes. The information will not become part of the outline of record or program proposal, but rather the question is intended to stimulate and maintain an ongoing discussion of PLOs.

A fundamental question in reviewing new or revised curriculum is how the curriculum supports the learning outcomes of the college as a whole. The committee has also developed General Education Learning Outcomes (GELOs) so that any course that is approved in a General Education area will be tied to a Title-5 based and Academic Senate-approved definition of that area and to GELOs for each area, which reflect Institutional Learning Outcomes.

#### Role of Committee in Program Review

The committee will work with departments, programs, and the Program Review Committee in recommending new courses, revising outdated courses, and deactivating courses which are no longer needed in the curriculum.

The Committee has added a field to the Request for Placement form which asks departments to explain how a new and revised program or course supports the department’s program review. The information will not
become part of the outline of record, but rather the question is intended to stimulate and maintain an ongoing discussion of the relationship between curriculum and program review.

The Curriculum Committee must review and approve policy and procedure established by the Program Review Committee which relates to the Curriculum Committee charge, that is, “curriculum development, prerequisite, graduation requirements, general education requirements, program review, grading policies, and program discontinuance.” Such policies and procedures will be dealt with as two-read action items; they require the completion of an A8 form, which can be found on the N drive as well as on the Curriculum Committee website. The A8 form requires hard copy signatures and should be forwarded to the Curriculum Office by the appropriate calendar deadline for the meeting.

In the event of financial crisis, the Curriculum Committee will develop guidelines for reducing or eliminating departments and programs.

**Role of Committee in Distance Learning**

The Distance Education subcommittee will be responsible for creating and/or revising a spreadsheet to use in reviewing addenda to assist in making the DE reviews more consistent. The subcommittee will also be responsible, in conjunction with Educational Technology Committee, in revising the DE portions of the Best Practices handbook each year. Providing good models of specific parts of the DE addendum and addressing any problems that consistently hold up the approval of DE addenda are beneficial to include in the Best Practices handbook. Changes to the Best Practices materials related to Distance Education addenda should be put on the ETC agenda in February or March. These materials would need to be submitted in Word documents to the Curriculum Faculty Co-Chair by the end of the spring semester for inclusion in the handbook.

Any differences of opinion related to Distance Ed addenda between the ETC and the subcommittee will go to the full curriculum committee and/or Academic Senate for review.

**Role of Committee with respect to mediating department conflicts**

In cases where two departments or faculty from the same department cannot agree on curriculum-related issues, the Academic Senate in consultation with the curriculum committee chair will meet to decide the appropriate course of action. Actions may include but are not limited to the following: meeting with each department chair either separately or together to hear both sides of the issue(s); consulting with curriculum committee chair and academic deans to clarify the impact of the conflict and/or issues; notifying department chairs and curriculum committee of the outcome and appropriate course of action; asking department to bring curriculum or award to the committee so that faculty with differing perspectives can present the different sides of the issue to the committee to make a decision.

**Role of Committee with respect to mediating conflicts with curriculum that impacts multiple departments**

In some cases one department’s curriculum may impact another department’s curriculum: a course may serve as a prerequisite for a course in another department or may be in an employment concentration,
certificate, or award for another department. Any major changes in courses or awards (such as changes in units or deactivations) by a department that impact another department require notification of the department whose courses or awards will be impacted by such changes. Departments initiating the curricular change should email the chair of the impacted department (copying the curriculum email) prior to the course or award changes or deactivations being submitted so that the impacted department can make prerequisite or award substitutions or removals. Impacted departments need ample time to make appropriate course or award revisions through the curriculum approval process.

In the instance where the impacted department does not respond to the request for course or award revisions within a reasonable time frame (five working days), the department wishing to make the change should contact the curriculum faculty chair who will work in consultation with the Academic Senate to decide the appropriate course of action. Actions may include but are not limited to the following: meeting with each department chair either separately or together to hear both sides of the issue(s) and recommend action; consulting with curriculum committee chair and academic deans to clarify the impact of the conflict and/or issues; notifying department chairs and curriculum committee of the outcome and appropriate course of action; asking department to bring curriculum or award to the committee so that faculty with differing perspectives can present the different sides of the issue to the committee to make a decision.

**Transfer Articulation**

Transfer course articulation is defined as the process of developing a formal, written agreement that identifies courses (or sequences of courses) from a “sending” campus that are comparable to, or acceptable in lieu of, specific course requirements to a “receiving” campus. Successful completion of an articulated course assures the student and the faculty that the student has taken the appropriate course, received the necessary instruction and preparation, and that similar outcomes can be assured. In short, the articulation process enables the student to progress to the next level of instruction at the receiving institution. Articulation is not reciprocal (from university to community college); however, it can be used to clear a California community college requirement, prerequisite or course-to-course if the community college discipline faculty approve the course content to equate to an MSJC course.

It is important to note that articulated courses are not to be construed as “equivalent” but rather as comparable, or acceptable in lieu of each other. The content of the courses on the respective campuses is such that successful completion of the course on one campus assures the necessary background, instruction, and preparation to enable the student to progress to the next level of instruction at another campus. Articulation officers can help their faculty understand this crucial distinction. This process of course articulation between and among campuses is the foundation of the vital “transfer” function in California. Course articulation is the “roadmap” by which students “navigate” the transfer process. It creates an academic pathway that eases students’ transitions between the segments of higher education in California.

CSUs and UCs determine whether courses transfer; at the community college we are preparing our students to complete their degrees at the university, so it is not the community college’s purview to tell the university whether our courses should be accepted for transfer, how they will be accepted for transfer, or for how
many units. The Articulation Officer is the liaison between MSJC curriculum and the university articulation officer for their departments.

Every 100- or 200- level course new course or revision requires faculty include comparable course information; this means the faculty needs to find a comparable course at the lower division baccalaureate level (freshman or sophomore) for a CSU or UC institution. Because of the way that numbering is defined in the MSJC catalog, courses for which transfer articulation does not exist cannot be numbered 100-299. Course work from other community colleges, upper division course work, extension course work or private school course work cannot be referenced. In certain extenuating circumstances, courses may be used for portfolio or bachelor degree program area emphasis, so the courses can remain at the 100-299 level as long as research confirming this instance is attached to the CurricUNET submission (in the attached files area).

New courses that a faculty member believes should articulate to the lower level will need to provide information on the specific courses at a CSU or UC that they believe is comparable to the new course. Once the course is approved, the Articulation Officer can submit the course to the CSU and/or UC system; if the articulation is approved, the Articulation Officer will notify the faculty, and at that point, the course can be offered to students.

When a course is revised, the faculty will have to find up to 3 UCs/CSUs comparable courses at the lower division to ensure the course continues to articulate for the student in the way faculty intend. It is the faculty member’s responsibility to find this, not the Articulation Officer’s. It is important that faculty understand how their courses can be used by students upon transfer which is why faculty are asked to do this research. The Articulation Officer will review the information to ensure its accuracy. If a course has a C-ID equivalent, that information can be included on the comparable transfer area in CurricUNET.

For courses that have already been articulated, if during the revision content changes significantly or a prerequisite is removed, the course may need to be rearticulated. Courses that have been deactivated will need to be rearticulated if they are reactivated.

The CIAC (California Intersegmental Articulation Council) recommends that courses not be offered until an articulation agreement or approval is in place, and that status is reflected in the MSJC catalog. This means that a course might be in the catalog before it can be offered.

CSUs and UCs have specific deadlines for course submission for articulation. CSU’s deadline is during the month of April for the following fall start date for elective unit transfer only. Once a course is approved by the CSU system, the articulation officer can then submit it to individual CSU campuses for course-to-course or course-to-major articulation. As long as the CSU system approves the course for articulation, it may be offered for elective units only. UC submission for MSJC is in June, but we do not hear if a course is UC approved until October at the earliest. Both CSU and UC General Education submissions deadline is December 15. Courses cannot be submitted to GE until they have first received CSU or UC approval status.
If MSJC has an existing course that articulates for a specific course at a specific institution, we cannot articulate another course for that same four-year course; this is duplication of coursework and unless we plan on a cross list of the courses or replacement of the original course, the new course is not needed.

Faculty will be provided a master schedule of dates in the Best Practices Handbook for ASSIST, UC-TCA, IGETC, and CSU-GE, and C-ID submission for articulation purposes so that departments may more effectively plan the proposal/review/revision of curriculum.

Please see above under Other Curriculum Committee policies for information related to high school articulation.

Updated 7/26/18