RIVERSIDE COMMUNITY COLLEGE DISTRICT

CURRICULUM HANDBOOK
2021 UPDATE
(d.7/22/24)

PART 1: ROLES, POLICIES, AND PROCESSES
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Riverside Community College District Curriculum Committee

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PART 1: ROLES, POLICIES, AND PROCESSES

PREFACE

This RCCD Curriculum Handbook has been created as a reference guide for faculty members, administrators, and members of the community who have an interest in the courses and programs offered at the Riverside Community College District and its three colleges. The handbook is intended to help RCCD faculty in the process of curriculum development, such as the creation of new courses, modifying existing courses, proposing or modifying programs, including/excluding courses in the college catalog, as well as the regulations and procedures regarding curriculum. This document is an update to the 2014 RCCD Curriculum Handbook.

REFERENCES AND RESOURCES

Curriculum Committee Websites
- Moreno Valley College http://www.mvc.edu/academicdepts/as/curriculum/index.cfm
- Norco College https://www.norcocollege.edu/committees/cc/pages/index.html
- Riverside City College https://www.rcc.edu/about/strategic-planning/tllc/curriculum-committee/index.html
- Riverside Community College District https://rccd.edu/admin/ed_services/curr/index.html

Academic Senate Websites
- Moreno Valley College https://mvc.edu/admin/governance/academic-senate/index.php
- Norco College https://www.norcocollege.edu/committees/ac/pages/index.html
- Riverside City College https://www.rcc.edu/faculty-resources/academic-senate.html
- RCCD https://www.rccd.edu/faculty/as/index.html

Regulations and Policies
- California Educational Code http://leginfo.legislature.ca.gov
- Title 5 Regulations https://govt.westlaw.com/calregs/Browse/Home/California
- RCCD Board Policies and Administrative Procedures https://www.rccd.edu/bot/policies.html

Curriculum Development Documents
- Program Course Approval Handbook 8th edition https://rccd.edu/admin/ed_services/curr/documents/proposal_forms/program_course_approval_handbook_8th_edition.pdf
- The Course Outline of Record: A Curriculum Reference Guide Revisited https://www.asccc.org/sites/default/files/COR_0.pdf
- Effective Practices for Educational Program Development https://www.asccc.org/sites/default/files/Ed_Program_Development.pdf

State Websites
- Academic Senate for California Community Colleges (ASCCC) https://www.asccc.org/
- California Community Colleges Chancellor's Office (CCCCO) https://www.cccco.edu/
- C-ID and TMC https://c-id.net/
- ASSIST https://assist.org/

I. RCCD CURRICULUM: INTRODUCTION

Overview

For the purposes of this Handbook, curriculum is the process that faculty engage in to describe what will be taught, how it will be taught, and how it will be evaluated. Curriculum is the foundation for teaching and learning.

Curriculum at the California community colleges is governed by the California Education Code and Title 5, which outlines the regulations, legal processes, and responsibilities regarding curriculum. The State Chancellor's Office and the California State Senate provide a handbook to assist the California community colleges in course and program approval. They have adopted the Program and Course Approval Handbook (PCAH) as the document which offers the California State Senate's interpretation of Title 5, and best practices in all areas of curriculum.

References
- California Education Code http://leginfo.legislature.ca.gov
- Title 5 Regulations https://govt.westlaw.com/calregs/Browse/Home/California
- PCAH 8th edition https://www.cccco.edu/-/media/CCCCO-Website/docs/curriculum/program-course-approval-handbook-8th-edition.pdf

RCCD Curriculum Policies and Procedures

While curriculum is governed by Education Code and Title 5 at the State level, the local implementation of those regulations is covered by RCCD Board Policy. All Board Policies (BP) and Administrative Procedures (AP) fall under "academic affairs." Below is the current list of RCCD Board Policies and Administrative Procedures which apply to curriculum:

- 2005 Academic Senates
- 2020 Program, Curriculum, and Course Development
- 2021 Program Discontinuance
- 2022 Course Approval
- 2023 Class Minimum Size
- 2025 Criteria for Associate Degree and General Education
- 2100 Graduation Requirements for Degrees and Certificates
- 2102 Career and Technical Education Programs
- 2103 Work Experience
- 2104 Contract Education
- 2105 Distance Education
- 2222 Basic Skills/Development Education – Remedial Coursework
- 2225 Course Repetition
- 2260 Limitation on Enrollment: Prerequisites, Corequisites, and Advisories

References
- RCCD Board Policies and Administrative Procedures https://www.rccd.edu/bot/policies.html

Curriculum Authority

Curriculum is a matter upon which the RCCD Board of Trustees relies primarily on the recommendations of the Academic Senate. The Academic Senates fulfill this function through their individual curriculum committees, and ultimately through the District Curriculum Committee and the District Academic Senate. Consequently, all curriculum requires approval by the appropriate curriculum committee, which is then forwarded to the Board of Trustees for final local approval.

References
- BP 2005 Academic Senates https://rccd.edu/bot/board-policies/chapter-2-academic-affairs/2005.pdf
- BP 2020 Program, Curriculum, and Course Development https://rccd.edu/bot/board-policies/chapter-2-academic-affairs/2020.pdf
- AP 2022 Course Approval https://rccd.edu/bot/board-policies/chapter-2-academic-affairs/2022.pdf

Curriculum Maintenance

Program Review
Curricular updates are included in the Comprehensive Instructional Program Review for each college: a three-year cycle for Norco College and Moreno Valley College, and a five-year cycle for Riverside City College. Career and Technical Education disciplines are mandated to update their curriculum on a two-year cycle (Ed Code section 78016). Each discipline also conducts an annual program review in order to keep curriculum current and in compliance with regulations. Each discipline should complete the following tasks pertaining to their curriculum during the annual review cycle:

- Review and modify course outlines of record and programs that require changes.
- Create new courses and programs (if necessary) to meet the changing needs of the discipline.
- Review distance education addendums.
- Include, exclude, or delete courses from the college catalog if necessary. Ideally, a course should be offered at least once every two years. If not, the discipline should consider the course for exclusion or deletion.

College Catalog
All course and program offerings of a college reside in the college catalog. Students establish catalog rights based upon the published catalog at the time of their first year of enrollment in the college, and they retain those catalog rights provided they maintain continuous enrollment.

Counselors and others rely on the catalog to advise students regarding the requirements governing their eligibility for certificates and degrees. Consistent updates to courses and programs are essential to ensure an accurate catalog, so counselors and students have accurate information.

References
- Moreno Valley Program Review https://mvc.edu/admin/governance/program-review/index.php
- Norco Program Review https://www.norcocollege.edu/academicaffairs/pages/index.html
- Riverside Program Review https://www.rcc.edu/about/strategic-planning/gemq/program-review.html

II. RCCD CURRICULUM: ROLES AND RESPONSIBILITIES

Overview

Curriculum at RCCD involves various committees, groups, faculty, and staff. The following details their roles and responsibilities in the development, approval, and implementation of curriculum.

Academic Senate

Title 5 mandates that curriculum falls within the purview of the local academic senates. To carry out this mandate the three college senates place the responsibility for curriculum in the hands of the college curriculum committees, which are standing subcommittees of the senates. Similarly, the District Academic Senate gives curricular responsibility to the District Curriculum Committee.

Under Article II. Section 1 of the RCCD Academic Senate Constitution

The District Curriculum Committee shall be the coordinating voice of faculty in the District with regard to Title 5, Section 53200.1, "Curriculum, including establishing prerequisites and placing courses within disciplines."

The District Curriculum Committee shall be made up of faculty representatives from each College, in the manner determined by the Constitution and By-Laws of the College.

All curricular matters of relevance to a single College shall be resolved by the curriculum committee at the College affected.

All curricular matters which impact two or more Colleges must come before the District Curriculum Committee. The District Curriculum Committee shall have the power to recommend resolution of curricular conflicts between Colleges to the District Academic Senate. The chairperson of the District Curriculum Committee shall represent the District Curriculum Committee to the District Academic Senate, which shall make the final decision in areas of curricular conflict.

References
- BP 2005 Academic Senates https://rccd.edu/bot/board-policies/chapter-2-academic-affairs/2005.pdf
- Title 5 §53200 (https://govt.westlaw.com/calregs/Browse/Home/California)
- MOV Academic Senate https://mvc.edu/admin/governance/academic-senate/index.php
- NC Academic Senate https://www.norcocollege.edu/committees/ac/pages/index.html
- RCC Academic Senate https://www.rcc.edu/faculty-resources/academic-senate.html
- RCCD Academic Senate https://www.rccd.edu/faculty/as/index.html

Faculty and Originator

Faculty are primarily responsible for curriculum, which includes making sure that the course outlines and programs offered are current and meet educational standards, transfer requirements, and industry standards (in the case of CTE curriculum). Moreover, the role of the faculty member is to:

- Assist their discipline in keeping courses and programs current.
- Submit curriculum proposals for their discipline.
- Review curriculum within their discipline and department.
- Vote on curriculum at both the discipline and department levels.

Faculty may submit curriculum proposals that fall within their discipline. The faculty member who submits a curriculum proposal is the originator of the proposal. The originator may include other faculty in their discipline as co-contributors to the proposal. The role of the originator is to:

- Create and submit the curriculum proposal with a rationale.
- Receive discipline and department approval for the proposal.
- Edit the proposal in case of technical issues.
- Monitor the proposal through the curriculum process.
- Provide explanation if requested by the curriculum committee.

Discipline and Discipline Facilitator

The discipline is responsible for all the courses and programs within its discipline. Some disciplines are district-wide while others are college-specific disciplines.

The role of the discipline is to:

- Update course outlines and programs within their colleges' program review cycle.
- Maintain the quality of their course outlines and programs.
- Create new courses and programs to meet the changing needs of the discipline.
- Communicate with all discipline faculty district-wide on curriculum proposals.
- Review and comment on proposals at both the discipline and department levels.
- Vote on proposals at both the discipline and department levels.
- Assign a discipline facilitator for district-wide disciplines.

District-wide disciplines require a discipline facilitator. The role of the discipline facilitator is to:

- Ensure discussion and consensus at the discipline level across the three colleges.
- Approve/deny proposals based on the vote of the district-wide discipline.

Department and Department Chairs

All disciplines are placed in a department. Some departments house many disciplines while other departments house a single discipline. The department is responsible for the logistical offerings of courses and staffing of faculty to teach the courses. Though there are exceptions, the department generally honors the wishes of the discipline when it comes to curriculum proposals, relying on discipline expertise.

Concerning curriculum proposals, the role of the department is to:

- Review proposals from disciplines within the department.
- Vote on proposals at the department level.

The role the department chair is to approve/deny all proposals affecting its department, reflecting the vote of their department.

Distance Education Committee

Each college has a Distance Education Committee. The role of the distance education committee pertaining to curriculum is to:

- Develop guidelines and best practices for distance education courses.
- Recommend policies and procedures for distance education training of faculty and students.
- Advise faculty on creating DE proposals if requested.

DE proposals are not required to have DE committee approval to complete the curriculum approval process. However, it is recommended that DE proposals are reviewed by the DE committee prior to submittal.

Technical Review Committee

The Technical Review Committee (TRC) is a subcommittee of the District Curriculum Committee. Its voting members are the three college curriculum chairs. Nonvoting members include the TRC chair (an appointment made by the three curriculum chairs), an RCCD academic administrator appointed by the RCCD Chancellor, and the district ~~Instructional Support Coordinators~~. Meetings are on the first and third Tuesday of each month during the Fall and Spring semesters.

The TRC acts as an advisory committee to the three college curriculum committees and the RCCD District Curriculum Committee. The main function of the TRC is to ensure that curricular proposals are complete and ready for review by the curriculum committees. The TRC approves the technical aspects of the curricular proposal, not the curriculum itself. The committee operates on the basis of consensus decision making.

The role of the technical review committee is to:

- Ensure course outlines and curricular proposals are complete and ready for review and approval by the college curriculum committees.

- Ensure that requirements that appear in law, regulation, and/or accreditation standards are adhered to by the curriculum proposal.
- Provide information, training, and support on the curriculum management system and other logistical matters pertaining to the curriculum process.
- Address concerns regarding district-wide curriculum issues.

The duties of the TRC chair include:

- Develop the TRC agenda.
- Chair the TRC meetings.
- Notify/assist faculty with proposal revisions deemed necessary by the committee.

All approved items by the TRC are forwarded to College Curriculum Committees as either action or information items. The TRC determines the initial agenda items for each curriculum committee, but the chair of each curriculum committee has ultimate responsibility for the development of the agenda.

Basic Review Guidelines of the TRC

When reviewing course proposals, the TRC:

- Confirms the rationale aligns with what is proposed.
- Checks discipline/department supporting documents.
- Verifies the proposal is college specific or multi-college (shared).
- Verifies the hours (lecture/lab) match the proposed number of units.
- Verifies the effective term is appropriate.
- Checks any limitation on enrollment (LOE), prerequisites, corequisites, or advisories are supported by content review.
- Verifies entry skills match exit skills in requisite course(s).
- Verifies transferability and general education (GE) status are correct.
- Reviews textbooks/materials for currency - at least two books/materials that are not more than 5 years old should be included if proposed for transfer.
- Reads any impact reports included (title, unit value, numbering, hours, grade option, deletion, or discontinuance).
- Reviews repeatability status.
- Reviews course student learning outcomes (SLOs) and course objectives.
- Checks GE SLOs are linked to course SLOs (for GE courses).
- Course content includes adequate detail of topics.
- Reviews methods of instruction, methods of evaluation, and sample assignments for specificity to the course.
- Considers any discipline, department, or administrative comments or concerns.

For Distance Education (DE) proposals, the TRC:

- Confirms the rationale aligns with what is proposed.
- Checks discipline/department supporting documents.

- Verifies whether the proposal is for a college-specific or multi-college (shared) course.
- Verifies the type of DE format – hybrid, online, or both.
- Verifies the proposal addresses course Student Learning Outcomes.
- Verifies the proposal addresses how the loss of face-to-face time will be remedied.
- Confirms the proposal adequately addresses Section 508 compliance.
- Confirms the proposal clearly explains how regular and effective contact will take place between the instructor and the student and among students.
- Confirms the proposal adequately addresses the use of publisher applications and websites.

For program proposals, the TRC:

- Confirms the rationale aligns with what is proposed.
- Checks discipline/department supporting documents and narrative are attached.
- Confirms labor market information, regional consortia, and advisory committee documents are attached for CTE programs.
- Checks the courses in the program are updated.
- Verifies the total number of units in the program match the course units.
- Verifies unit count matches local/state approval requirements.
- Compares the program to other similar existing programs in the district.
- Considers any discipline, department, or administrative comments or concerns.

For curriculum proposals that the TRC deems incomplete or does not meet certain standards, the TRC may do one of the following depending on the severity of the issue:

- Correct minor technical errors at the TRC level and forward the proposal to the curriculum committee.
- Hold the proposal until the originator and/or discipline is contacted and has fixed or addressed minor issues.
- Send the proposal back to draft level due to major issues. The originator and/or discipline is contacted and is informed of the issues.
- Hold the proposal if the TRC feels the proposal requires further discipline/department discussion in an attempt to reach consensus.

References
- TRC minutes https://rccd.edu/admin/ed_services/curr/cc/index.html

College Curriculum Committees and Chair

The three colleges within RCCD each have their own separate curriculum committees which have authority over curricular concerns, as mandated by their Academic Senates. Each college curriculum committee has a faculty co-chair and administrative co-chair, with established bylaws which determine its complete membership, voting rights, internal processes, and selection of its committee chair. The curriculum committees meet on the second and fourth Tuesday of each month during the Fall and Spring semesters.

The role of the curriculum committee is to:

- Vote on all curriculum proposals at that college.

- Forward actions to the District Curriculum Committee.
- Forward actions to the other college curriculum committees as "information items."
- Maintaining the integrity of curriculum in their course catalog.
- Encourage cooperation on curricular matters.
- Maintain curricular standards.
- Offer guidance and training to faculty on curricular matters.
- Report curricular concerns to the Academic Senate and Administration.
- Be knowledgeable of the laws, regulations, and best practices established by
    - California Education Code.
    - Title 5 California Code of Regulations.
    - Accrediting standards of the ACCJC.
    - State Chancellor's Office.

At minimum, voting membership on the curriculum committee will include representation from each department of the college. The role of the department representative is to:

- Vote on curriculum proposals in the interest of their discipline/department.
- Report to their department regarding curriculum proposals and issues.
- Provide assistance on curricular matters to faculty in their department.
- Monitor curriculum proposals originating from their department.

The role of the Curriculum Committee chair is to:

- Create the agenda and chair the curriculum meetings.
- Be the deciding vote in case of a tie.
- Provide assistance and training to the curriculum committee members.
- Report to the local Academic Senate on curricular matters.
- Serve as the faculty liaison to the President's Office on curricular matters.
- Serve on both the Technical Review and the District Curriculum Committee.

References
- Moreno Valley College Curriculum Committee Website
  http://www.mvc.edu/academicdepts/as/curriculum/index.cfm
- Norco College Curriculum Committee Website
  https://www.norcocollege.edu/committees/cc/pages/index.html
- Riverside City College Curriculum Committee Website https://www.rcc.edu/about/strategic-planning/tllc/curriculum-committee/index.html
- Riverside Community College District Curriculum Committee Website
  https://rccd.edu/admin/ed_services/curr/index.html

District Curriculum Committee

The District Curriculum Committee (DCC) has authority over districtwide curricular matters as mandated by the District Academic Senate. The DCC is comprised of the three chairs of the curriculum committees representing each college. Meetings are held on the first and third Tuesday of each month during the Fall and Spring semesters.

The role of the DCC is to:

- Review and approve curriculum that involves two or more colleges.
- Minimize split-vote decisions between colleges whenever possible.
- Ensure consistency in district-wide curriculum.
- Forward curricular approvals to the Board of Trustees.
- Provide information and expertise to other committees on curricular issues.
- Be knowledgeable of the laws, regulations, and best practices established by
  - California Education Code.
  - Title 5 California Code of Regulations.
  - Accrediting standards of the ACCJC.
  - State Chancellor's Office.

The position of DCC chair is on a yearly rotational basis between the three chairs. The role of the DCC chair is to represent the DCC and report on curricular matters to the District Academic Senate, District Administration, and the RCCD Board of Trustees.

References
- Riverside Community College District Curriculum Committee Website https://rccd.edu/admin/ed_services/curr/index.html

Articulation Officer

Each college has an articulation officer (AO) who oversees the transfer and articulation of courses and programs. In the curriculum process, the role of the articulation officer is to:

- Manage the college's transfer curriculum and changes on the assist.org website.
- Submit proposed courses for UC transferability.
- Submit proposed courses for CSU GE and IGETC consideration.
- Submit proposed courses for course-to-course (Major Preparation) articulation with 4-year colleges/ universities.
- Submit appropriate courses for C-ID approval.
- Be a member of the college curriculum committee.
- Assist the committee with issues concerning articulation and transfer.

References
- BP 2050 Articulation https://rccd.edu/bot/board-policies/chapter-2-academic-affairs/2050.pdf

Instructional Program Support Coordinator

Each college has ~~an instructional program support coordinator~~. In the curriculum process, the role of the support coordinator is to:

- Coordinate and update the college catalog.
- ~~Provide support for the curriculum management system.~~
- Assist in the review of all college curriculum proposals to ensure compliance with Title 5 regulations and district policy.
- Verify information and assign appropriate local, state, and federal codes to curricular courses and programs.
- Maintain current knowledge of state regulations regarding curriculum issues.
- Assist with agendas, minutes, and supporting documents for college curriculum meetings.
- Maintain curriculum by coordinating and tracking the curriculum-related documents from submission through Board and Chancellor's office approval as required.
- ~~Provide technical information, assistance and training regarding curriculum, program review, and scheduling and components of the curriculum management and student data systems; develops appropriate training materials.~~
- Attend college curriculum ~~and program review~~ committee meetings and records all official proceedings; files and indexes meeting proceedings.

Educational Services

~~District Educational Services (DES), along with the instructional program support coordinators, perform a variety of tasks from course and program submittals to maintaining the college catalogs. The role of DES is to:~~

- ~~Modify and maintain the master catalog course data files for three colleges, including course equate codes, corequisite course requirements, waitlist capability, course effective dates and status and all course attributes.~~
- ~~Coordinate and update catalog informational pages.~~
- ~~Ensure integrity of data in both section and course offerings; audit input of section offerings to ensure compliance with District policies, state regulations and MIS reporting requirements; verify co-requisite course requirements; review and correct information as necessary; make all subsequent additions, cancellations, and modifications as needed.~~
- ~~Participate in the technical review of all curriculum proposals. Review all curriculum proposals for content, adherence to Title 5 regulations, and curricular integrity.~~
- ~~Attend Technical Review committee meetings and record official proceedings, prepare agendas, minutes, and supporting documents.~~
- ~~Maintain the District curriculum by coordinating and tracking the curriculum-related documents from submission through Board and Chancellor's office approval as required; ensure compliance with District policy and state curriculum regulations; verify information and assigns appropriate local, state, and federal codes; maintain current knowledge of state regulations regarding curriculum issues.~~
- ~~Provide technical information, assistance, and training regarding curriculum and scheduling and components of the curriculum management and student data systems; develop appropriate training materials.~~

- ~~Attend District curriculum committee meetings and records all official proceedings; prepare agendas for the three colleges; file and index meeting proceedings.~~
- ~~Compile all new course, course revision, course deletion, and certificate/degree pattern information; prepare and submit reports to Board of Trustees.~~
- ~~Take a leadership role as questions arise about the curriculum management and student data systems, curriculum and scheduling matters, general procedures, and past practices.~~

Board of Trustees

All curriculum must be approved by the Board of Trustees (BOT) before it can be submitted to the State Chancellor's Office or implemented. Curriculum proposals approved by the college curriculum committees are placed on the BOT agenda for approval.

References
- California Ed Code section 70901
  http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=70901.&lawCode=EDC

State Chancellor's Office

Following Title V regulations, the State Chancellor's Office reviews and approves curriculum offered at the California community colleges. The role of the Chancellor's Office includes:

- Approve new and substantial changes to existing credit programs.
- Approve new and revised noncredit programs and courses.
- Review new and revised credit courses.
- Review non-substantial changes to approved credit programs.

Programs and courses that are approved/inventoried by the Chancellor's Office may be published in the college catalog and offered. The college may award approved degrees and certificates to students, list them on student transcripts, and receive state apportionment for the approved courses and programs. Besides approving curriculum, the State Chancellor's Office provides documents to assist the community colleges in meeting Title V regulations – the primary document being the Program and Course Approval Handbook (PCAH 8th edition).

References
- Title 5 §55100 (https://govt.westlaw.com/calregs/Browse/Home/California)
- Title 5 §55130

III. COURSES: STANDARDS AND POLICIES

Overview

The following section contains standards and policies, established in Title 5 regulations and local policies, that are important in course development.

Course Outline of Record (COR)

As defined in Title 5 §55000, a course is "an organized pattern of instruction on a specified subject offered by a community college." The course outline of record (COR) is the document that clearly lays out the expected content and learning objectives for a course regardless of any faculty member who teaches the course.

- The COR is a legal document that contains required elements outlined in §55002 of Title 5 including elements required by accreditation standards.
- The COR is a legal contract between the faculty, student, and the college.
- The COR establishes the content and rigor of a course and ensures consistency across all offerings of the course.
- The COR serves as the basis for articulation agreements.

To meet the requirements of Title 5 §55002 and accreditation standards, all courses have an official COR with the following components:

- Course title and discipline
- ~~Units/hours~~
- Grading options
- Description
- Requisites
- Student learning outcomes
- Course objectives
- Course content
- Methods of instruction
- Methods of evaluation
- Reading and writing assignments
- Outside of class assignments
- Course materials

In addition, the State Chancellor's Office requires the following Management Information System (MIS) data elements when the COR is submitted to the Chancellor's Office:

- Taxonomy of Programs (TOP) code
- Credit status
- Transfer status
- Basic skills status
- Student Accountability Model (SAM) code (occupational status)

- Course classification code (CB11 – required by SB361 and AB1943)
- Special class status (CB13 – for disabled students Title 5 §56029)
- Prior to college level (CB21 – English/ESL courses prior to college level)
- Funding agency category (CB23 – funding for course development was an Economic Development Grant)
- Program status (CB24 – stand alone or in a program, AB1943)

For detailed guidance on developing a COR, see the [RCCD Curriculum Handbook (RCCDCH) Part 2](#).

Credit Courses

Credit courses are divided into two categories: degree credit and non-degree credit.

1. A degree credit course is one of the following types:

- All lower division courses accepted toward the baccalaureate degree by UC or CSU.
- Courses accepted for transfer to the UC or CSU systems.
- Courses within a TOP Code designated as vocational, which are part of a state approved CTE program.
- English composition or reading courses not more than one level below the first transfer level course.
- All mathematics courses above and including Elementary Algebra.
- Credit courses in English or mathematics taught in or on behalf of other departments that are at a level comparable to transferable freshman composition or comparable to Elementary Algebra.

2. A non-degree credit course is one of the following types:

- Basic skills courses.
- Courses designed to help students succeed in degree credit courses that integrate basic skills instruction throughout and assign grades partly upon the demonstrated mastery of those skills (e.g., support course for transfer level English and math).
- Pre-collegiate CTE preparation courses designed to provide foundational skills for students preparing for entry into degree-applicable CTE courses or programs.
- Essential career technical instruction for which meeting the standards of an associate degree is neither necessary nor required.
- "Stand alone" courses – not part of a degree, certificate, or GE pattern.

References
- [Title 5 §55000](#) (https://govt.westlaw.com/calregs/Browse/Home/California)
- [Title 5 §55002](#)

Noncredit Courses

Noncredit courses are concerned primarily with skill attainment rather than grades or units. A noncredit course is required to fall within one of the ten instructional areas:

- English as a Second Language (ESL)
- Citizenship

- Basic Skills
- Health and Safety
- Disability
- Parenting
- Home Economics
- Older Adult Education
- Short-term Vocational
- Workforce Preparation

There are two important differences between noncredit and credit courses:

- Noncredit CORs list total contact hours instead of units.
- Noncredit courses are repeatable (unlike most credit courses).

References
- [Title 5 §58007](https://govt.westlaw.com/calregs/Browse/Home/California) (https://govt.westlaw.com/calregs/Browse/Home/California)

Mirrored Courses

Mirrored courses are credit and noncredit courses that have identical CORs, except for credit status. After completion of a noncredit course, a student may seek to receive credit for the objectives achieved by implementing the Credit by Examination local policy.

References
- [Title 5 §55002](https://govt.westlaw.com/calregs/Browse/Home/California) (https://govt.westlaw.com/calregs/Browse/Home/California)
- [Title 5 §55050](#)

Cross-Listed Courses

Cross-listing allows a course to be placed in more than one discipline. If the content of a course falls within the expertise of more than one discipline, then the course may be offered as two separate cross-listed courses (e.g., both PHI-32 and MAT-32 are identical courses on Logic). The following guidelines on cross-listed courses apply:

- Cross-listed courses must have identical course outlines of record (COR).
- Any modification to a cross-listed course must have the approval/collaboration from all disciplines on the cross-listed courses.
- Modifications to cross-listed courses must go through the curriculum process simultaneously in order to maintain identical CORs.
- Cross-listed courses are submitted to the Chancellor's Office Curriculum Inventory (COCI) as separate courses.

Cross-Discipline Courses

Cross-discipline allows a course to be taught by faculty in more than one discipline. If the content of a course falls within the expertise of more than one discipline, then the COR may list the additional discipline. Not to be

confused with cross-listed courses, the cross-discipline course resides in one discipline only. For example, ENG -91 has a cross-discipline with Reading and ESL, so it may be taught by any faculty in those two disciplines, as well as English.

Honors Courses

The RCCD Honors Advisory Council defines and articulates the academic criteria that make the Honors Program classes distinct from their non-Honors counterparts. The basic criteria for all Honors classes include these elements which should be visible in the course description, methods of instruction, and methods of evaluation:

- Seminar discussion.
- Emphasis on writing.
- Use of primary texts.

Honors courses articulate in the same manner as their non-Honors version. As a result, Honors courses contain the content and objectives as the non-Honors course, but the content and objectives may be enhanced in the Honors course. Honors courses require the recommendation of the Honors Advisory Council prior to curriculum committee approval.

Experimental Courses

Experimental courses (reinstated as a curricular option as of Spring 2021) are a type of stand-alone course for which full information for approval cannot be determined until the course is actually offered on a pilot basis. An ideal course for an experimental course is one that a student would not need for transfer and that is not intended to be part of a larger program (until it possibly becomes a permanent course). Experimental courses are **not**:

- Applicable to a degree, certificate, or general education.
- A place holder for a course intended to be transferable or degree applicable.
- Visible on a student's transcript.

Disciplines are limited to one active experimental course at a time. Experimental courses can be offered only two times (two sections, any semester or session, concurrent or subsequent). After an experimental course has been offered at least once and not more than twice, it must move forward in curriculum process for approval as a regular course, or the college must discontinue offering the course as experimental.

Repeatability

A course is repeatable if students can enroll and receive credit for the course more than once. Noncredit courses are repeatable. Credit courses are generally not repeatable. However, there are three possible exceptions. A credit course may be designated as repeatable if:

- Repeatability of the course is required for transfer. Documentation must be provided showing students are required to repeat the course as part of a comparable academic program at a CSU and/or UC campus. The most common examples are in the fine and performing arts. In such cases a student may receive credit for a maximum of four enrollments.

- Intercollegiate athletics. An intercollegiate athletics course may be repeatable up to 350 hours, although National Collegiate Athletic Association (NCAA) regulations place limits on the amount of repeatability that may be permitted.
- Intercollegiate competition. Courses that support intercollegiate competitions may be designated as repeatable. Examples include Model United Nations and forensics.

References
- [Title 5 §55041](https://govt.westlaw.com/calregs/Browse/Home/California) (https://govt.westlaw.com/calregs/Browse/Home/California)

Leveled Courses

A common solution to courses that are otherwise non-repeatable is "leveling" – when a course is revised into distinct and non-repeatable courses. For example, a course may be split into a beginning, intermediate, advanced, and professional course linked together by prerequisites. Each has a separate course outline with distinct and progressive SLOs and course content, showing an increase in experience and knowledge as a student continues in the sequence of courses.

Repetition

Course repetition refers to the number of times students are allowed to re-enroll in a course in which they were unsuccessful in completing. Currently, students are allowed to re-enroll in a non-repeatable course only two additional times, for a total of three enrollments. Failing grades and withdrawals from the course count as enrollments. There are very few exceptions to the regulation. Military withdrawal (MW) is one of the few. For detailed information on repetition consult the reference documents below.

References
- [Title 5 §55042](https://govt.westlaw.com/calregs/Browse/Home/California) (https://govt.westlaw.com/calregs/Browse/Home/California)
- AP 2225 Course Repetition https://rccd.edu/bot/board-policies/chapter-2-academic-affairs/2225.pdf

Articulation

Articulation is the process by which one college agrees to accept a similar course taught at another college for credit. Many California community college courses are designed to transfer to California's public four-year universities (CSUs and UCs) as well as to other in-state and out-of-state four-year colleges. Courses may articulate at three different levels:

- As elective credit toward a baccalaureate degree.
- Towards a general education requirement on the CSU-GE and/or IGETC transfer patterns.
- To meet a lower-division major requirement.

Courses intended for transfer and that have gone through the curriculum approval process are not automatically articulated. After curriculum approval, discipline faculty should contact the articulation officer (AO) to request the course be submitted for the appropriate articulation.

References
- BP 2050 Articulation https://rccd.edu/bot/board-policies/chapter-2-academic-affairs/2050.pdf

Prerequisites, Corequisites, Advisories, and Limitation on Enrollment

Prerequisites or corequisites may be established for a course for only one of the following purposes:

- The prerequisite or corequisite is expressly required or expressly authorized by statute or regulation.
- The prerequisite or corequisite will assure that a student has the skills, concepts, and/or information needed to receive a satisfactory grade for the course.
- The prerequisite or corequisite is needed to protect the health or safety of the student or others.

Briefly, there are two methods (level of scrutiny) for establishing requisites and advisories:

1. <u>Content Review Alone</u>. The requisite is determined to have a significant impact on student success by review of the course outline of record of the requisite course and the target course.
2. <u>Content Review with Statistical Validation</u>. With the assistance from the Office of Institutional Effectiveness, data is obtained verifying the requisite has a significant impact on student success.

A requisite is exempt from verification of its necessity if:

- It is required by statute or regulation;
- It is part of a closely-related lecture-laboratory course pairing within a discipline;
- It is required by four-year institutions.

Cross-disciplinary requisites for courses (e.g., a math prerequisite on an economics course) must be reviewed and recommended by a college committee comprised of a designated discipline representative and a skills expert (English, math, or reading) appointed by the Academic Senate.

A Limitation on Enrollment may be established on a course for one or more of the following reasons:

- Health and safety.
- In cases of intercollegiate competition, honors courses, or public performance courses.
- Allocation of available seats to those students judged most qualified, provided such courses are not core requirements for a major or a general education requirement for which there is no other course available.
- One or more sections of the course are limited to a cohort of students when other sections of the same course are available for open enrollment.

Title 5 regulations require the review of all prerequisites and corequisites at least once every six years and every two years for CTE courses.

References
- Title 5 §55003 (https://govt.westlaw.com/calregs/Browse/Home/California)
- BP 2260 Pre-Requisites, Co-Requisites, and Advisories https://rccd.edu/bot/board-policies/chapter-2-academic-affairs/2260.pdf

IV. COURSE APPROVAL PROCESSES

Overview

Any faculty member, or an administrator or community leader working in collaboration with a faculty member, may originate a course proposal. The following course approval processes were developed to allow for each college to have independent curriculum while maintaining uniformity in district-wide curriculum.

Course Development

Any proposed new course should satisfy the five criteria for curriculum development endorsed by the State Chancellor's Office:

- Be appropriate to the mission of the college.
- Fulfills a need, such as course for a degree, certificate, or transfer.
- Designed to effectively meet the defined objectives and outcomes.
- Adequate resources exist at the college to offer the course.
- Complies with Title 5 regulations and accreditation standards.

Also, the new course should not be too similar to an already existing course in the district.

For detailed guidance on developing a Course Outline of Record (COR), see the RCCDCH Part 2.

New Course Approval Process

Steps in the new course approval process:

1. Proposal submission
   - The originator submits the proposal to the discipline for review.
   - Members of the discipline from all the colleges will have the opportunity to view the course proposal and make comments.
   - For Honors courses, the proposal is sent to the honors committee ~~for review~~.
   - For CTE courses, the appropriate dean or vice president of career-technical education will ensure the appropriate occupational advisory committee has reviewed the proposal.
2. ~~Discipline approval (10-day hold)~~
   - The vote ~~of the discipline~~ is recorded and attached to the proposal.
   - If the course is a college-specific course (offered at only one college) the proposal only needs the discipline approval from the college offering the course.
   - If the course is a shared course (offered at more than one college) the proposal must have support from the majority of the colleges offering the course. One vote shall represent the majority vote of the discipline at each college.
3. ~~Department approval~~
   - ~~The vote of the department is recorded and attached to the proposal.~~

- If the course is a college-specific course (offered at only one college) the proposal only needs the department approval from the college offering the course. The remaining college department chairs would enter N/A at this level in Curricunet.
4. Administrative review (2-day hold)
   - Administrative review for resource impact.
5. Technical review committee approval
   - If any technical problems are found, the proposal is sent back to the originator for edits.
6. College curriculum committee approval
   - If the course is a college-specific course the proposal is an information item for the other colleges.
   - If the course is a shared course the proposal needs approval from the majority of the colleges offering the course.
   - The proposal is made available to the articulation officer, representative librarian, and Dean of Institutional Reporting.
7. District curriculum committee approval
   - If the course is a college-specific course the proposal is an information item for the district curriculum committee.
   - If the course is a shared course the proposal needs approval from the district curriculum committee.
8. Board of Trustees approval
   - District Education Services submits the proposal to the Board of Trustees for approval.
9. State Chancellor's Office approval
   - The course is entered into COCI and receives a Course Basic (CB) number.
10. Implementation by Educational Services
    - The course may now be placed in the following catalog and scheduled.

Course Major Modification Approval Process

A major modification to an existing course is a change in the course outline of record to any of the following:

- Course title or number
- Course description
- Number of hours or units
- Requisites or entry skills
- SLOs or objectives
- Course content

Steps in the major modification approval process:

1. Proposal submission
   - The originator submits the proposal to the discipline for review.
   - Members of the discipline from all the colleges will have the opportunity to view the course proposal and make comments.
   - For Honors courses, the proposal is sent to the honors committee for review.
   - For CTE courses, the appropriate dean or vice president of career-technical education will ensure the appropriate occupational advisory committee has reviewed the proposal.

2. ~~Discipline approval (10-day hold)~~
    * The vote ~~of the discipline~~ is recorded and attached to the proposal.
    * If the course is a college-specific course (offered at only one college) the proposal only needs the discipline approval from the college offering the course.
    * If the course is a shared course (offered at more than one college) the proposal must have support from the majority of the colleges offering the course. One vote shall represent the majority vote of the discipline at each college.
3. ~~Department approval~~
    * ~~The vote of the department is recorded and attached to the proposal.~~
    * If the course is a college-specific course (offered at only one college) the proposal only needs the department approval from the college offering the course. The remaining college department chairs would enter N/A at this level in Curricunet.
4. Administrative review (2-day hold)
    * Administrative review for resource impact.
5. Technical review committee approval
    * If any technical problems are found, the proposal is sent back to the originator for edits.
6. College curriculum committee approval
    * If the course is a college-specific course the proposal is an information item for the other colleges.
    * If the course is a shared course the proposal needs approval from the majority of the colleges offering the course.
    * The proposal is made available to the articulation officer, representative librarian, and Dean of Institutional Reporting.
7. District curriculum committee approval
    * If the course is a college-specific course the proposal is an information item for the district curriculum committee.
    * If the course is a shared course the proposal needs approval from the district curriculum committee.
8. Board of Trustees approval
    * District Education Services submits the proposal to the Board of Trustees for approval.
9. Implementation by Educational Services
    * The course may now be offered in its modified form.

Course Minor Modification Approval Process

Unlike major modifications, minor modifications only require approval up to the technical review committee in the curriculum approval process. They are information items for the college and district curriculum committees.

A minor modification to an existing course is a change in the course outline of record to any of the following:

* Methods of instruction
* Methods of evaluation
* Sample assignments
* Course material

Steps in the minor modification approval process:

1. Proposal submission
   - The originator submits the proposal to the discipline for review.
   - Members of the discipline from all the colleges will have the opportunity to view the course proposal and make comments.
   - For Honors courses, the proposal is sent to the honors committee for review.
   - For CTE courses, the appropriate dean or vice president of career-technical education will ensure the appropriate occupational advisory committee has reviewed the proposal.
2. ~~Discipline approval (10-day hold)~~
   - The vote ~~of the discipline~~ is recorded and attached to the proposal.
   - If the course is a college-specific course (offered at only one college) the proposal only needs the discipline approval from the college offering the course.
   - If the course is a shared course (offered at more than one college) the proposal must have support from the majority of the colleges offering the course. One vote shall represent the majority vote of the discipline at each college.
3. ~~Department approval~~
   - ~~The vote of the department is recorded and attached to the proposal.~~
   - If the course is a college-specific course (offered at only one college) the proposal only needs the department approval from the college offering the course. The remaining college department chairs would enter N/A at this level in Curricunet.
4. Administrative review (2-day hold)
   - Administrative review for resource impact.
5. Technical review committee approval
   - If any technical problems are found, the proposal is sent back to the originator for edits.
6. District Education Services Implementation
   - The proposal is forwarded to college and district curriculum committees as an information item.
   - The course may now be offered in its revised form.

(Notes 2024)

Need to include the following:
6. College Curriculum Committee and District Curriculum Committee Review
   The proposal is forwarded to the College Curriculum Committees and District Curriculum Committee as information items only.
7. Board of Trustees approval
   District Educational Services submits the proposal to the Board of Trustees for approval.
8. State Chancellor's Office Chaptering
   The updated COR is submitted to the State Chancellor's Office for chaptering.
9. District Educational Services Implementation
   District Educational Services schedules the implementation of the course, which is typically the subsequent catalog year.

Course Approval Workflows

New course and major modification proposals both have the same Curricunet workflow.

Create Proposal
Required Consultation Prior to Launch: Discipline Faculty | Department Chair | Department Curriculum Representative
Recommended Consultation: Articulation Officer | Librarian | Honors Representative | Distance Education Representative

Level 01
Originator — **Originating Faculty Member:** Attach Discipline and department minutes. Launch.

Level 02
Hold | Discipline Faculty R ... | District Discipline ...
Hold: 10 days to allow discipline faculty review.
District Discipline Facilitator: Required.
Discipline Faculty Review: Optional.

Level 03
Department Chair MOV | Department Review | Department Chair RIV
Department Chair NOR
Department Chair: Required from MOV, NOR, and RIV chairs (even if not at all 3 colleges.)
Department Review: Optional.

Level 04
Administrative Revie ... | District Admin Final ... | MIS Review
Career & Technical E ... | Hold
Hold: 2 days to allow administrative review.
District Admin Final Review: Required.
Administrative Review: Optional.
MIS Review: Optional.
CTE Review: Optional.

Level 05
Technical Review Cha ... | Technical Review Com ...
TR Chair: Required. **TR Committee:** Optional.
Significant Changes: ↑ to L1 Originator **Minor Changes:** → hold at TR
Approved: ↓ forward to L6 College Curriculum Committee

Level 06
Curriculum Chair MOV | Curriculum Chair NOR | College Curriculum C ...
Curriculum Chair RIV
College Curriculum Chairs: Required.
College Curriculum Committee: Optional.
Minor Changes: → hold at L6 College CC
Approved: ↓ forward to L7 District CC

Level 07
District Curriculum ... | Curriculum Chair DIS ... | Articulation Officer
District Library Res ...
District Curriculum Chair: Required.
District Curriculum Committee: Optional.
Articulation, Library: Optional.
Minor Changes: → hold at L7 DCC
Approved: ↓ forward to L8 Executive Cabinet

Level 08
Executive Cabinet — **Executive Cabinet:** Required.

Level 09
Committee on Teachin ... — **Committee on Teaching and Learning:** Required.

Level 10
Board of Trustees — **Board of Trustees:** Required.

Level 11
Ed Services Submit t ... — **Ed Services Submit to Chancellor:** Required.

Level 12
State Chancellor's o ...
State Chancellor Approval: Required.
Changes Requested: ↑ to L11 Ed Services
Approved: ↓ forward to L13 Colleague Activation

Level 13
Ed Services Colleagu ... — **Ed Services Colleague Entry:** Required.

Level 14
District Educational ... — **Ed Services Implement:** Required.

Minor modification proposals have a shorter workflow since they do not require college curriculum approval.

Create Proposal
Required Consultation Prior to Launch: Discipline Faculty | Department Chair | Department Curriculum Representative

Level 01 (Originator)

Originator

Originating Faculty Member: Attach Discipline and department minutes. Launch.

Level 02

Discipline Faculty R ... | District Discipline ... | Hold

Hold: 10 days to allow discipline faculty review.
District Discipline Facilitator: Required.
Discipline Faculty Review: Optional.

Level 03

Department Review | Department Chair RIV | Department Chair NOR
Department Chair MOV

Department Chair: Required from MOV, NOR, and RIV chairs (even if not at all 3 colleges.)
Department Review: Optional.

Level 04

Career & Technical E ... | District Admin Final ... | Hold

Hold: 2 days to allow administrative review.
District Admin Final Review: Required.
CTE Review: Optional.

Level 05

Technical Review Cha ... | Technical Review Com ...

TR Chair: Required.   **TR Committee:** Optional.
Significant Changes: ↑ proposal deleted; major mod recommended
Minor Changes: → hold at TR
Approved: ↓ forward to L6 District Educational Services

Level 06

District Educational ...

Ed Services Implement: Required.

(Notes 2024)

Workflows have had a variety of updates since 2021.

V. PROGRAM STANDARDS AND POLICIES

Overview

The following section contains standards and policies, established in Title 5 regulations and local policies, that are important in program development.

Credit Programs

As defined in Title 5, § 55000, a program is "an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education." The primary goal of the program may be transfer, workforce preparation, basic skills, civic education, or lifelong learning.

RCCD offers credit programs that fall into 3 basic categories:

- Locally approved certificates
- State approved certificates (known as certificates of achievement)
- Associate degrees
    - Local degrees (AA, AS)
    - Associate degrees for transfer (AA-T, AS-T)

Certificate programs are primarily business and technical programs for students desiring education beyond high school, where transfer is not the primary goal. Credit certificates are locally approved or state approved depending on the total number of units in their pattern:

- 16 units and above requires state approval.
- 8 to 15.5 units requires local approval with the option for state approval.
- Below 8 units requires local approval only.

The associate degree requirements are the following:

- 18 semester units or more in a certificate pattern, major, or area of emphasis.
- Completion one of the three General Education patterns (RCCD GE, CSU breadth, or IGETC).
- Possible elective courses ~~and basic skills competency requirements~~ for a minimum of 60 units of college coursework.

Programs that are state approved will appear by name on a student transcript, whereas locally approved programs do not appear on a student transcript.

For detailed guidance on how to create or modify a program, see the [RCCDCH Part 2](#).

References
- [Title 5 §55000](https://govt.westlaw.com/calregs/Browse/Home/California) (https://govt.westlaw.com/calregs/Browse/Home/California)
- [Title 5 §55063](#)
- [Title 5 §55070](#)
- BP 2025 Philosophy and Criteria for Associate Degree and General Education
  https://rccd.edu/bot/board-policies/chapter-2-academic-affairs/2025.pdf

Area of Emphasis (AOE)

Areas of Emphasis (AOEs) are associate degrees (Title 5, § 55063) consisting of 18 or more units of coursework in a major or an "area of emphasis" – a broad group of courses in related fields. AOEs offer students a wide selection of courses for completion of an associate degree, while also providing lower division preparation for majors which might be pursued at four-year colleges.

Currently, RCCD has eight "Area of Emphasis" associate degrees shared across the three colleges:

- Administration & Information Systems
- American Studies (MOV and RIV only)
- Communications, Media & Languages
- Fine and Applied Arts
- Humanities, Philosophy, and Arts
- Kinesiology, Health and Wellness
- Social and Behavioral Studies
- Math and Science

Though AOEs are district-wide programs, not all courses included in an AOE are required to be available at every college in the district. The following are general guidelines for courses under consideration for inclusion in an existing AOE:

- The course is available at two or more colleges.
- The course is not related directly to a college-specific program (e.g., automotive, logistics, dental hygiene).
- The course aligns to program level SLOs.
- The course is transferable.

References
- [Title 5 §55063](https://govt.westlaw.com/calregs/Browse/Home/California) (https://govt.westlaw.com/calregs/Browse/Home/California)

Associate Degree for Transfer (ADT)

Associate Degree for Transfer degrees (ADTs) are associate degrees (AA-T or AS-T) that fulfill the lower division coursework of a baccalaureate major at a California State University. Required by SB 1440, the main goal of the ADT is to provide a smooth transition from California Community Colleges to CSUs by guaranteeing that students who completed the ADT will be able to transfer to a CSU campus.

The following standards apply to ADTs:

- 60 semester units.
- Minimum 18 units in major or area of emphasis.
- Must use CSU GE breadth or IGETC as general education.
- Must align to the Transfer Model Curriculum (TMC).
- Courses must be Course Identification Numbering System (C-ID) approved.
- No local graduation requirements.

Community colleges may develop an associate degree for transfer by following "transfer model curriculum" (TMC) developed by state-wide discipline faculty. Each TMC is a template of major preparation courses on which to build the degree.

Each course within a TMC has a course identification number (C-ID). All courses in a college ADT must first be submitted to the State Chancellor's Office (by the articulation officer) for C-ID approval before the ADT can be offered. Courses must have CORs that align with the established C-ID descriptors in order to be C-ID approved.

For detailed guidance on how to create an ADT, see the [RCCDCH Part 2](#).

References
- C-ID and TMC website https://c-id.net/

Noncredit Programs

Noncredit programs assist students in pursuing academic or career goals at little or no cost. The four types of noncredit programs are:

- Career Development and College Preparation (CDCP) Programs
- Adult High School Diploma
- Noncredit Apprenticeship Program
- Locally Approved Programs

All noncredit programs must be submitted to the Chancellor's Office for approval prior to being offered at the community college.

Career Development and College Preparation (CDCP) Programs
CDCP programs are noncredit programs that prepare students for employment or to be successful in credit courses. Unlike other noncredit programs, State approved noncredit courses within a CDCP program are eligible for enhanced funding.

One of the following certificates may be granted by completing a CDCP program:

- Certificate of Competency - a certificate in a recognized career field articulated with degree-applicable coursework, completion of an associate degree, or transfer to a four-year institution.
- Certificate of Completion - a certificate leading to improved employability or job opportunities.
- Adult High School Diploma

Certificates of Competency or Certificates of Completion from a CDCP program are granted in the following four noncredit categories:

- Elementary and secondary basic skills
- Workforce preparation
- Short-term vocational program
- English as a second language and vocational English as a second language

References
- [Title 5 §55150](https://govt.westlaw.com/calregs/Browse/Home/California) (https://govt.westlaw.com/calregs/Browse/Home/California)
- [Title 5 §55151](https://govt.westlaw.com/calregs/Browse/Home/California)

General Education

The purpose of general education is to introduce students to a breadth of study. Students who complete a general education pattern will be able to communicate effectively both orally and in writing, think critically, use mathematics, understand the modes of inquiry of the major disciplines, be globally aware, and develop the capacity for self-understanding.

Under Title 5, § 55063(b) students receiving an associate degree must complete a minimum of 18 units of general education (GE) coursework. To accommodate the various goals of students, Riverside Community College District offers three GE plans:

- Riverside Community College District General Education (RCCD GE) pattern
- California State University General Education (CSUGE) pattern
- Intersegmental General Education Transfer (IGETC) pattern

The RCCD GE pattern consists of courses in ~~five~~ areas:

- A. ~~Natural Sciences (3 units)~~
- B. ~~Social and Behavioral Sciences (6 units)~~
- C. ~~Humanities (3 units)~~
- D. ~~Language and Rationality (10 units)~~
- E. ~~Health Education and Self-development (5 units)~~

Courses in the RCCD GE pattern and courses proposed for inclusion in one of the GE areas should satisfy one or more of the following criteria:

- At least one course SLO aligns with a GESLO.
- The course is part of CSU GE or IGETC.
- The course is transferable.
- The course is not program specific (e.g., Physician Assistant, Nursing, Fire Technology).
- The course augments the breadth of the GE area.

Unlike proposals to include/exclude a course from the RCCD GE pattern, proposals to restructure the RCCD GE pattern (such as adding a new area) are forwarded to the Academic Standards committee.

General Education Student Learning Outcomes

Any course in the RCCD pattern is required to align with at least one general education student learning outcomes (GE SLO):

- Critical Thinking. Students will be able to demonstrate higher order thinking skills about issues, problems, and explanations for which multiple solutions are possible. Students will be able to explore

problems and, where possible, solve them. Students will be able to develop, test, and evaluate rival hypotheses. Students will be able to construct sound arguments and evaluate the arguments of others.

- <u>Information Competency & Technology Literacy</u>. Students will be able to use technology to locate, organize, and evaluate information. They will be able to locate relevant information, judge the reliability of sources, and evaluate the evidence contained in those sources as they construct arguments, make decisions, and solve problems.
- <u>Communication</u>. Students will be able to communicate effectively in diverse situations. They will be able to create, express, and interpret meaning in oral, visual, and written forms. They will also be able to demonstrate quantitative literacy and the ability to use graphical, symbolic, and numerical methods to analyze, organize, and interpret data.
- <u>Self-Development & Global Awareness</u>. Students will be able to develop goals and devise strategies for personal development and well-being. They will be able to demonstrate an understanding of what it means to be an ethical human being and effective citizen in their awareness of diversity and various cultural viewpoints.

References
- [Title 5 §55063(b)](https://govt.westlaw.com/calregs/Browse/Home/California) (https://govt.westlaw.com/calregs/Browse/Home/California)
- BP 2025 Philosophy and Criteria for Associate Degree and General Education https://rccd.edu/bot/board-policies/chapter-2-academic-affairs/2025.pdf

VI. PROGRAM APPROVAL PROCESSES

Overview

Any faculty member, or an administrator or community leader working in collaboration with a faculty member, may originate a new program proposal.

Program Development Process

Any new program proposal or existing program should meet the following five criteria for curriculum development endorsed by the State Chancellor's Office:

- Appropriateness of Mission - The objectives of the program should align with the college mission.
- Need - There must be local demonstrable need for the program.
- Curriculum Standards - The courses in the program are rigorous, up-to-date, and are sufficient to meet the objectives of the program.
- Adequate resources - The college must be able to provide the necessary resources to offer the program.
- Compliance - The program should not violate any regulations, laws, or requirements.

The development process below applies specifically to new program proposals within a discipline or field of study that does not exist in the district.

- Initial Program Concept Development
    - The faculty originator develops an initial program outline that meets a local demonstrable need and falls within the mission of the college.
    - The initial program outline should include program learning outcomes and a potential list of courses with their unit values.
    - The faculty originator should compile research on comparable programs at other community colleges, as well as lower division major requirements to similar programs at CSUs and UCs.
    - For CTE programs, evidence of labor market need is required.
- Discipline/Department Consultation and Concept Approval
    - The faculty originator presents the initial program outline to the college discipline for consultation and conceptual approval.
    - The program outline is presented to the district-wide discipline for discussion and to determine if there is interest in offering the program at more than one college in the district.
    - The faculty originator finalizes the program outline based on the recommendations of the discipline.
    - Complete course outlines for all courses in the program are developed.
- College/District Strategic Planning Committee Concept Approval
    - The faculty originator presents the program proposal to the College SPC for review and conceptual approval.
    - The SPC considers any impact the program may have on college resources, budget, facilities, and enrollment.
    - Programs requiring new district resources will also require DSPC review and approval.
- College Academic Senate Concept Approval

- o The faculty originator presents the program proposal to the college academic senate for review and conceptual approval.
- o The senate should not approve the program concept if any significant issues regarding the program are unresolved.

Following completion of the development process, the New Program Development/Concept Approval Form should be completed and attached to the program proposal. The program and the courses that comprise the program then go through the appropriate curriculum approval processes.

References
- RCCD New or Revised Program Development Process (2011 Revision) http://academic.rccd.edu/curricunet/Program Development Process_2011Revision.pdf

Modifications to Existing Programs

A program that has been approved by the State Chancellor's Office may undergo modifications as needed, provided the modifications do not substantially change the essence of the program. Such modifications include changing of course sequencing, changing of program title, and changing of certificate/degree unit totals, etc. If the modifications to an existing program are so substantial that the program can no longer be considered the same, faculty should instead propose a new program and take the old program through the discontinuance process.

Program modifications must proceed through the RCCD program approval process. Modifications to any existing ADT will require the program to be reviewed manually by CCCCO staff (step 8 of the approval process). Modifications to all other existing programs do not require review by CCCCO staff. However, all programs are subject to a periodic review by CCCCO staff to ensure compliance with Title 5 and CCCCO recommendations.

Program Approval Documents

For submission to the State Chancellor's Office, proposals for new programs or modified programs require the following documents:

All Programs:

- Narrative, with all completed sections as outlined in the PCAH
- Transfer preparation documentation (transfer programs only)
- TMC template (ADTs only)
- C-ID or ASSIST articulation information (ADTs only)

Proposals for new CTE programs or modifications to existing CTE programs require additional documents:

- Labor market information (LMI) – The labor market information on file with the State Chancellor's Office must always be kept current. For example, if the LMI for a given program covers the years 2020-2025, a new LMI must be obtained and submitted to the State Chancellor's Office in 2025.

- Regional consortia recommendation – Consortia recommendation is required for new programs only and is not needed for modified programs.
- Advisory committee recommendation – Advisory committee recommendations are required for new programs and may be required for modified programs. Faculty should work with their Instructional Programs Support Coordinator to identify if a new advisory committee recommendation is required for a program modification. (If after the modifications the information in the original advisory committee recommendation no longer matches the program information, a new recommendation must be obtained.)

For details on the documents required for program submittal, see the RCCDCH Part2.

Program Approval Process

Steps in the new program or modifications to existing program approval process:

1. Proposal conceptual approval
   - For proposals in a discipline/field of study that does not exist in the district, college academic senate and strategic planning committee conceptual approval is required. The new program development/conceptual approval form should be completed and attached to the proposal.
   - For new program proposals composed of existing courses, prior conceptual approval is not required.
2. Proposal discipline and department approval
   - The originator attaches minutes showing the college discipline and department approval.
   - The discipline from the other colleges are consulted/notified of the proposal, but approval from the other colleges is not required.
3. Proposal submittal
   - The originator submits the proposal to the curriculum chair or district educational services.
4. Technical review committee approval
   - Supporting documents should be attached to the proposal.
   - For CTE programs, labor market (LMI) data, advisory committee approval, and regional consortium recommendation documents should be attached to the proposal.
   - If any technical problems are found, the proposal is sent back to the originator for edits.
5. College curriculum committee approval
   - The proposal only needs the approval from the college curriculum committee offering the program. The proposal is an information item for the other colleges.
   - The college academic senate is informed of the new program.
6. District curriculum committee
   - The proposal is forwarded to the district curriculum committee as an information item.
7. Board of Trustees approval.
   - District Educational Services forwards the proposal to the Board of Trustees for approval.
8. State Chancellor's Office approval
   - If the proposal is for a state approved program, the proposal is submitted to the State Chancellor's Office for approval.
   - Implementation. The program may now be added to the following catalog and offered.

AOE/GE Course Inclusion/Exclusion Process

For proposals to include/exclude a course from an AOE or GE:

1. Proposal submission
   - The originator submits the proposal (inclusion/exclusion form) to the discipline for review.
   - Members of the discipline from all the colleges will view the course proposal and make comments.
2. Discipline and department approval
   - The vote of the discipline and department is recorded and attached to the proposal along with a rationale for the proposal.
   - The proposal must have support from the majority of the colleges offering the course. One vote shall represent the majority vote of the discipline at each college.
3. Technical review committee approval
   - Upon discipline and department approval, the proposal is forwarded to the district technical review committee for review.
   - If any technical problems are found, the proposal is sent back to the originator for edits.
4. College curriculum committee approval
   - The proposal is forwarded to the three college curriculums committees and agendized for a first read.
   - The following meeting the proposal is agendized as an action item.
5. District curriculum committee approval
   - Upon college curriculum committee approval (at least 2 out of the 3 colleges approve) the proposal is forwarded to the district curriculum committee for action.
6. Board of Trustees approval
   - District educational Services forwards the proposal to the Board of Trustees for approval.
7. Implementation
   - District Educational Services modifies the program.
   - The program may now be offered in the modified form and reflected in the following catalog.

Program Discontinuance

A program may be considered for discontinuance if one or more of the following criteria are met:

- The goals and objectives of the Program are no longer appropriate to the Mission of California Community Colleges, the college's mission or Educational Master Plan, and/or congruent with the institutional Strategic Plan of the District.
- The Program curriculum no longer aligns with university transfer majors, or General Education requirements of the Program no longer meet industry needs and lack demand in the current job market and the Program's field is not considered an emerging industry or career path.
- The Program does not meet curriculum standards as defined by Title 5 section 55100.
- There are insufficient resources to realistically support the Program at a sufficient level of quality and the Program has experienced either consistent low enrollment (an average of 50% or more below maximum seat load capacity for courses in the Program over four consecutive semesters) or statistically significant declining Program persistence and completion rates each semester for four semesters, as evidenced by reliable, longitudinal data.
- The Program has been determined to be out of compliance with existing state or federal laws (i.e., Title 5, section 55130(d),) or licensing laws in particular occupations.
- There is universal agreement among regular faculty in a Program that it be merged with or was replaced by another related Program.

Proposals to delete a program must follow the Program Viability and Discontinuance process outlined in AP 4021. This policy ensures students the opportunity to complete programs and provides adequate notice to faculty that could be impacted by a program that is discontinued.

References
- AP 2021 https://rccd.edu/bot/board-policies/chapter-2-academic-affairs/2021.pdf

Program Approval Workflow

After discipline and department approval, the program proposal along with supporting documents is submitted to the curriculum chair, which is then forward to technical review. In Curricunet, the Program Approval workflow starts at technical review (level 5).

Create Proposal
Required Consultation Prior to Launch: Discipline Faculty | Department Chair | Department Curriculum Representative
Recommended Consultation: Articulation Officer | Librarian | Honors Representative | Distance Education Representative

Level 01
Originator — **Originating Faculty Member:** Attach Discipline and department minutes. Launch.

Level 02
Hold | Discipline Faculty R ... | District Discipline ...
Hold: 10 days to allow discipline faculty review.
District Discipline Facilitator: Required.
Discipline Faculty Review: Optional.

Level 03
Department Chair MOV | Department Review | Department Chair RIV
Department Chair NOR
Department Chair: Required from MOV, NOR, and RIV chairs (even if not at all 3 colleges.)
Department Review: Optional.

Level 04
Administrative Revie ... | District Admin Final ... | MIS Review
Career & Technical E ... | Hold
Hold: 2 days to allow administrative review.
District Admin Final Review: Required.
Administrative Review: Optional.
MIS Review: Optional.
CTE Review: Optional.

Level 05
Technical Review Cha ... | Technical Review Com ...
TR Chair: Required. **TR Committee:** Optional.
Significant Changes: ↑ to L1 Originator **Minor Changes:** → hold at TR
Approved: ↓ forward to L6 College Curriculum Committee

Level 06
Curriculum Chair MOV | Curriculum Chair NOR | College Curriculum C ...
Curriculum Chair RIV
College Curriculum Chairs: Required.
College Curriculum Committee: Optional.
Minor Changes: → hold at L6 College CC
Approved: ↓ forward to L7 District CC

Level 07
District Curriculum ... | Curriculum Chair DIS ... | Articulation Officer
District Library Res ...
District Curriculum Chair: Required.
District Curriculum Committee: Optional.
Articulation, Library: Optional.
Minor Changes: → hold at L7 DCC
Approved: ↓ forward to L8 Executive Cabinet

Level 08
Executive Cabinet
Executive Cabinet: Required.

Level 09
Committee on Teachin ...
Committee on Teaching and Learning: Required.

Level 10
Board of Trustees
Board of Trustees: Required.

Level 11
Ed Services Submit t ...
Ed Services Submit to Chancellor: Required.

Level 12
State Chancellor's o ...
State Chancellor Approval: Required.
Changes Requested: ↑ to L11 Ed Services
Approved: ↓ forward to L13 Colleague Activation

Level 13
Ed Services Colleagu ...
Ed Services Colleague Entry: Required.

Level 14
District Educational ...
Ed Services Implement: Required.

VII. DISTANCE EDUCATION

Distance education (DE) is defined in Title 5 §55200 as instruction in which teacher and student are separated by distance and interact through communication technology. At RCCD, DE approved courses are one of the following:

- Online – 100% of instruction is DE.
- Hybrid – A portion of the class is DE and a portion is face-to-face.

Web-enhanced courses are not DE since all class time remains face-to-face, and therefore do not need curriculum approval.

Title 5, §55202 and 55204 requires that DE courses meet the following criteria:

- Include regular effective contact between instructor and students and among students.
- Have the same standards of course quality that are applied to traditional classroom courses.
- Must be Americans with Disabilities Act (ADA) section 508 compliant.

To ensure these standards, RCCD faculty who elect to teach a course as DE are required to have read the "Summary of Regulations for Regular and Effective/Substantive Contact for Distance Education" and the "RCCD Guide to Recommended Best Practices." These documents state that DE courses require:

- Instructor-initiated regular contact with students
  Examples include:
  - Threaded discussion forums
  - Email/messaging
  - Regular announcements
  - Timely feedback on student work
  - Virtual office hours/chat
  - Instructor created online e-lectures
  - Assignment deadlines
  - Course policies for frequency of contact

- Effective/substantive contact with students
  Examples include:
  - Instructor introductions
  - Daily/weekly assignments
  - Questions posted on discussion board
  - Regular participation by instructor in discussions
  - Monitoring student interactions
  - Forum for course content questions
  - Asking for student feedback

DE Addendum Proposals

A course must first be approved for DE through the curriculum process before it can be offered as online or hybrid. DE proposals should explain clearly how instructor-initiated regular and effective contact with students will take place within the course. DE proposals must be reviewed and approved by the curriculum committee as a separate action from the course outline. As a result, DE proposals do not modify the course outline of record.

For detailed guidance on developing a DE addendum proposal, see the RCCDCH Part 2.

References
- AP 2105 Distance Education https://rccd.edu/bot/board-policies/chapter-2-academic-affairs/2105.pdf
- Title 5 §55200 (https://govt.westlaw.com/calregs/Browse/Home/California)
- Title 5 §55202
- Title 5 §55204

Emergency DE Addendum Proposals

An emergency DE approval allows a course to be taught in a DE format in the case of an emergency situation only, such as a state-ordered campus closure or other emergency situation in which face-to-face instruction at any site is halted (all or in part). Courses that already have standard DE approval do not need emergency DE approval. An emergency DE proposal should be submitted by discipline faculty for courses that are not to be taught in a DE format under normal circumstances, but want the option of offering the course in a DE format in an emergency situation. Similar to the standard DE proposal, an emergency DE proposal must be submitted and approved through the curriculum process.

For detailed guidance on developing an emergency DE addendum proposal, see the RCCDCH Part 2.

DE Addendum Approval Process

Steps in the DE addendum approval process:

1. Proposal submission
   - The originator submits the proposal to the discipline for review.
   - Members of the discipline from all the colleges will have the opportunity to view the DE proposal and make comments.
   - The DE committee reviews the proposal and makes recommendations.
2. ~~Discipline approval (10-day hold)~~
   - The vote ~~of the discipline~~ is recorded and attached to the proposal.
   - If the course attached to the DE proposal is a college-specific course (offered at only one college) the proposal only needs the discipline approval from the college offering the course.
   - If the course attached to the DE proposal is a shared course (offered at more than one college) the proposal must have support from the majority of the colleges offering the course. One vote shall represent the majority vote of the discipline at each college.
3. ~~Department approval~~
   - ~~The vote of the department is recorded and attached to the proposal.~~

- If the course attached to the DE proposal is a college-specific course (offered at only one college) the proposal only needs department approval from the college offering the course. The remaining college department chairs would enter N/A at this level in Curricunet.

4. Disabilities Resource Center (DRC)/Disabilities Support Center (DSS) approval
   - The DRC/DSS reviews the course for 508 compliance.
5. Administrative review (2-day hold)
   - Administrative review for resource impact.
6. Technical review committee approval
   - If any technical problems are found, the proposal is sent back to the originator for edits.
7. College curriculum committee approval
   - If the DE proposal refers to a college-specific course the proposal is an information item for the other colleges.
   - If the DE proposal refers to a shared course the proposal needs approval from the majority of the colleges offering the course.
8. District curriculum committee approval
   - If the DE proposal refers to a college-specific course the proposal is an information item for the district curriculum committee.
   - If the DE proposal refers to a shared course the proposal needs approval from the district curriculum committee.
9. Implementation
   - The course may now be scheduled and offered in the distance education mode of delivery.

Create Proposal
Required Consultation Prior to Launch: Discipline Faculty | Department Chair | Department Curriculum Rep | Distance Education Rep
Recommended Consultation: Articulation Officer | Librarian | Honors Representative

Level 01 (Originator)

Originator

Originating Faculty Member: Attach Discipline and department minutes. Launch.

Level 02

Discipline Faculty R ... | District Discipline ... | Hold

Hold: 10 days to allow discipline faculty review.
District Discipline Facilitator: Required.
Discipline Faculty Review: Optional.

Level 03

Department Chair RIV | Department Chair NOR | Department Chair MOV
Department Review

Department Chair: Required from MOV, NOR, and RIV chairs (even if not at all 3 colleges.)
Department Review: Optional.

Level 04

DSPS

DRC (formerly DSPS): Reviews proposal for Section 508 compliance; required.

Level 05

Director, Distance E ... | Administrative Revie ... | District Admin Final ...
Hold

Hold: 2 days to allow administrative review.
District Admin Final Review: Required.
Director, Distance Ed Review: Optional.

Level 06

Technical Review Com ... | Technical Review Cha ...

TR Chair: Required.   **TR Committee**: Optional.
Significant Changes: ↑ to L1 Originator
Minor Changes: → hold at Technical Review
Approved: ↓ forward to L7 College Curriculum Committee

Level 07

Curriculum Chair NOR | College Curriculum C ... | Curriculum Chair RIV
Curriculum Chair MOV

College Curriculum Chairs: Required.
College Curriculum Committee: Optional.
Minor Changes: → hold at L7 College CC
Approved: ↓ forward to L8 District CC

Level 08

District Curriculum ... | Curriculum Chair DIS ...

District Curriculum Chair: Required.
District Curriculum Committee: Optional.
Minor Changes: → hold at L8 DCC
Approved: ↓ forward to L9 Ed Services

Level 09

District Educational ...

Ed Services Implement: Required.

VIII. OTHER APPROVAL PROCESSES

Course Inclusion, Exclusion, and Deletion

A course inclusion is a proposal by a college discipline to include an existing approved course (from another college in the district) into its curriculum inventory. The course would then be listed in the college catalog.

A course exclusion is a proposal by a college discipline to remove a course from its curriculum inventory. The course would still exist at another college in the district. The course would be removed from the college catalog.

A course deletion is a proposal by a college discipline (or district-wide discipline) to remove a course from its curriculum inventory. As opposed to a course exclusion, the course would no longer exist at any college in the district. The course would be removed from all college catalogs.

Course Inclusion/Exclusion Process

A course inclusion or exclusion usually affects one or more programs at the college. Modifications to affected programs should go through the curriculum approval process simultaneously with the inclusion/exclusion.

See the RCCDCH Part 2 for a link to the required Course Inclusion/Exclusion form.

Steps in the process for a course inclusion or course exclusion:

1. Proposal discipline and department approval
   - The originator attaches minutes showing the college discipline and department approval.
   - The discipline from the other colleges should be notified of the inclusion/exclusion but approval from the other colleges is not required.
2. Proposal submittal
   - The originator submits the proposal to the curriculum chair or district educational services.
3. Technical review committee approval
   - Programs affected by the inclusion/exclusion will be reviewed.
   - If any technical problems are found, the proposal is sent back to the originator for corrections.
4. College curriculum committee approval.
   - The proposal requires the approval from the college curriculum committee proposing the course inclusion/exclusion. The proposal is an information item for the other colleges.
5. District curriculum committee
   - The proposal is forwarded to the district curriculum committee as an information item.
6. Board of Trustees approval
   - Upon approval by the district curriculum committee, the proposal is forwarded to the Board of Trustees for approval.
7. Submittal to the State Chancellor's Office
   - A course inclusion requires the course to be submitted to COCI and receive a CB number before it can be offered at the college.
   - For a course exclusion, the course is removed from COCI.
8. Implementation
   - ~~District Educational Services modifies the affected catalogs.~~

Course Deletion Process

Course deletions require the approval from the district-wide discipline, since a deletion will remove the course from all college inventories. Deletions usually affect one or more programs in the district. Modifications to affected programs should go through the curriculum process simultaneously with the course deletion. Unlike inclusions/exclusion proposals, course deletion proposals do not require a form. Deletions follow the same basic approval process as new course or major modification proposals.

Steps in the course deletion process:

1. Proposal submission
    - The originator submits the proposal to the discipline for review.
    - Members of the discipline from all the colleges will have the opportunity to view the course proposal and make comments.
2. ~~Discipline approval (10-day hold)~~
    - The vote ~~of the discipline~~ is recorded and attached to the proposal.
    - The proposal must have support from all the colleges offering the course.
3. ~~Department approval~~
    - The vote of the department from the originator is recorded and attached to the proposal. The remaining college department chairs would enter N/A at this level in Curricunet.
4. Administrative review (2-day hold)
    - Administrative review for resource impact.
5. Technical review committee approval
    - Programs affected ~~by the inclusion/exclusion~~ will be reviewed.
    - If any technical problems are found, the proposal is sent back to the originator for corrections.
6. College curriculum committee approval
    - The proposal requires approval from all the colleges offering the course. The proposal is an information item for the other colleges.
    - The proposal is made available to the articulation officer, representative librarian, and Dean of Institutional Reporting.
7. District curriculum committee approval
    - If the course is a college-specific course the proposal is an information item for the district curriculum committee.
    - If the course is a shared course, the proposal needs approval from the district curriculum committee.
8. Board of Trustees approval
    - District Education Services submits the proposal to the Board of Trustees for approval.
9. Implementation by District Educational Services
    - The course is removed from COCI and ~~applicable~~ college catalogs.

Discipline Inclusion/Exclusion Approval Process

A state-approved discipline may be added to a college department. The discipline may or may not already exist at another college in the district. Courses and programs can then be created within new discipline. The same process applies for excluding a discipline from a college department.

See the [RCCDCH Part 2](#) for a link to the required Discipline Inclusion/Exclusion form.

Steps in the approval process to include/exclude a state-approved discipline:

1. Proposal discipline and department approval
   - The originator attaches minutes showing the college discipline and department approval.
   - The discipline from the other colleges should be notified of the inclusion/exclusion but approval from the other colleges is not required.
2. Proposal submittal
   - The originator submits the proposal to the curriculum chair or district educational services.
3. Technical review committee approval
   - Programs affected by the inclusion/exclusion will be reviewed.
   - If any technical problems are found, the proposal is sent back to the originator for corrections.
4. College curriculum committee approval
   - The proposal requires the approval from the college curriculum committee proposing the course inclusion/exclusion. The proposal is an information item for the other colleges.
5. District curriculum committee
   - The proposal is forwarded to the district curriculum committee as an information item.
6. Board of Trustees approval
   - Upon approval by the district curriculum committee, the proposal is forwarded to the Board of Trustees for approval.
7. Implementation
   - The new discipline is entered into the curriculum management system.
   - Courses may now be created in the new discipline.

Adjudication Process

For proposals that do not receive approval from either the discipline, department, or the college curriculum committee, the originator of the proposal may submit a request for reconsideration to either the college or district curriculum chair.

Steps in the adjudication process:

1. The originator submits all relevant documents/comments regarding the proposal.

2. An adjudication committee will review the appeal. The adjudication committee will consist of a curriculum committee member from each of the colleges (appointed by their College Senate) who will have voting rights, a district administrator who will chair the committee, and the college curriculum administrative co-chair or designee who will serve as an assistant to the originator of the proposal.

3. The adjudication committee will provide a decision in writing within 15 working days. If the appeal is approved, the proposal will move forward in the curriculum process.

Other Approval Process Workflows

Course deletions follow the same basic Curricunet workflow as new course or major modification proposals. Since course and discipline inclusion/exclusions are submitted by a form, the inclusion/exclusion workflow starts at technical review (level 5).

RIVERSIDE COMMUNITY COLLEGE DISTRICT

CURRICULUM HANDBOOK
2021 UPDATE

PART 1: ROLES, POLICIES, AND PROCESSES
PART 2: APPLICATION AND HOW-TO GUIDES

Riverside Community College District Curriculum Committee