Curriculum Manual

Academic Year 2024-2025

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Introduction

The Curriculum Manual describes the procedures for the development, modification, sunsetting, evaluation, review, and approval of courses and programs at Yavapai College. It is considered a living document and will be updated as the college grows and processes improve.

Curriculum, or program of study, is the content and plan for instruction. It is made up of instructional resources, methods, and assessments needed to help students develop critical skills and knowledge. The term curriculum is also used to refer to credit courses, certificates, and degrees that form the College's instructional programs. It is important to note district curricula courses and programs are recognized as equivalent, regardless of instructional modality or location.

College processes and procedures are designed to implement curricula that reflect the highest academic standards and the College's commitment to enhancing educational opportunities through cooperative relationships with community, regional, and Arizona businesses and industries, as well as secondary school systems and four-year colleges and universities. As part of those processes, all credit curricula that are developed for the district must be reviewed and approved by various internal stakeholders.

Curriculum External and Internal Guiding Policies and Procedures

While the College curriculum is proposed and reviewed largely by College faculty, there are external and internal policies and procedures to guide how curriculum is implemented.

External entities include the State of Arizona, the Higher Learning Commission and the AZTransfer Steering Committee.

The Arizona Revised Statues (ARS) the College complies with are as follows:
- A.R.S. 15-1410. Credit and noncredit courses; definition
- A.R.S. 15-1444. General powers and duties of district boards
- A.R.S. 15-1444.01. Baccalaureate degree programs; reporting requirements; definitions
- A.R.S. 15-1445. Administrative powers and duties of district governing boards
- A.R.S. 15-1470. Community college courses; intergovernmental agreement
- A.R.S. 15-1821.01. Dual enrollment information
- A.R.S. 15-1824. Transfer articulation; course numbering; reports
- A.R.S. 15-1831. Information on persons who have completed vocational programs; definitions

The Higher Learning Commission (HLC) Criterion that guide the College's curriculum are as follows:

- 2.D. The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.
- 3.A. The rigor of the institution's academic offerings is appropriate to higher education.
- 3.B. The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.
- 4.A. The institution ensures the quality of its educational offerings.

In addition, several of the HLC's Assumed Practices and AZTransfer Handbook & Policy Manual also guide the College's curriculum process and implementation.

There are also several internal College policies and procedures that guide curriculum:

- Policy 3.4.2, Syllabus Development
- Policy 3.28, Award of Credit
- Policy 3.41, Curriculum
- YC Course Leveling Document

Curriculum Roles and Responsibilities

Curricular actions pass through several internal steps at Yavapai College. Many of these steps take place before getting to a Curriculum Committee meeting.

Curriculum Development and Recommendations

- Faculty: The instructional faculty provide curricular coordination of the discipline, including its development and delivery. Discipline faculty are composed of all full-time faculty within a specific discipline.
- Program Advisory Committees: Advisory committees must be utilized to establish, develop and evaluate career and technical programs and courses.
- Faculty Curriculum Representatives: Faculty curriculum representatives are faculty members serving on the Curriculum Committee. They are responsible for communicating with constituents (including but not limited to all directly affected faculty, staff with teaching duties, program directors, and program coordinators) to gain feedback on curriculum meeting minutes and any new or proposed changes. The faculty representatives verify that proposals conform to the College curricular standards and that supporting materials provide complete documentation.
- Faculty Chairperson: The faculty chairperson meets with the Committee Sponsor regularly, leads changes in curriculum procedures to support processes, distributes

the meeting times and agendas, and facilitates the Curriculum Committee meetings.

- AVPs, Deans and Program Directors: Associate vice presidents, Academic deans, Associate deans, Department chairs, and Program directors are responsible for administering academic programs and credit courses. The AVPs/Deans/Directors/Chairs review proposals for new or revised curricula and make recommendations to be forwarded to the Curriculum Committee.

Curriculum Review and Approval

- Curriculum Committee: The College Council is YC's participatory governance model for interactive communication and information-sharing for all college groups, including faculty, staff, and students. The Curriculum Committee is a committee that falls within the College Council structure. In conjunction with a College Council representative, the committee establishes curriculum review and approval processes according to AZTransfer policies, Arizona Revised Statutes (ARS 15-1410 and other) requirements and the Higher Learning Commission (HLC) criteria.
- College Administration: The Executive Leadership Team (ELT) representative is responsible for the overall coordination and implementation of academic policy and reviewing approval decisions advanced by the Curriculum Committee. Program additions and deletions are further forwarded to the College President for review and approval before moving to the Governing Board.
- Yavapai College District Governing Board: The Yavapai College District Governing Board is responsible for governing on behalf of and is accountable to the taxpayers of Yavapai County. As part of the curriculum process, the Board reviews and is responsible for the final approval of all proposals to initiate or discontinue programs.

Curriculum Processing and Dissemination

YC Office of Instruction: The Curriculum and Assessment Manager, Curriculum Coordinator, and Curriculum and Assessment Specialist within the Office of Instruction [Curriculum Office] manage and maintain the systems (including the Banner course bank, Degree Works, and the College Catalog) where approved proposal information is entered for maintenance and dissemination.

Program Specialized Accreditation

Some College programs participate in specialized accreditation offered by professional organizations. In some cases, this accreditation is required in order to enable graduates of the program to enter the workforce and/or be eligible for certification and licensure. Specialized accreditation does not exempt a program from the state, College, and regional requirements.

Curriculum Management System

Curriculog

All curriculum proposals are housed in Curriculog. This system is an online curriculum development/review tool and working repository. Curriculog is an automated curriculum development and management system for course and program proposals at Yavapai College. Curriculog integrates well with Acalog, YC's catalog management system. Information can be imported directly from Acalog into appropriate fields in proposal forms, edited/changed, then migrated intact into Acalog for subsequent inclusion in the catalog. Furthermore, Curriculog helps the institution provide transparency and track the progress throughout the approval process, improves communication, and sends reminders to reviewers and approvers that action is needed.

Access

Curriculog can be accessed through single sign-on within myYC Portal or by entering https://yc.curriculog.com/ into a browser using YC login credentials.

The OIS Curriculum team provides Curriculog access, training, and support to faculty, deans, AVPs, Curriculum Committee members and more.
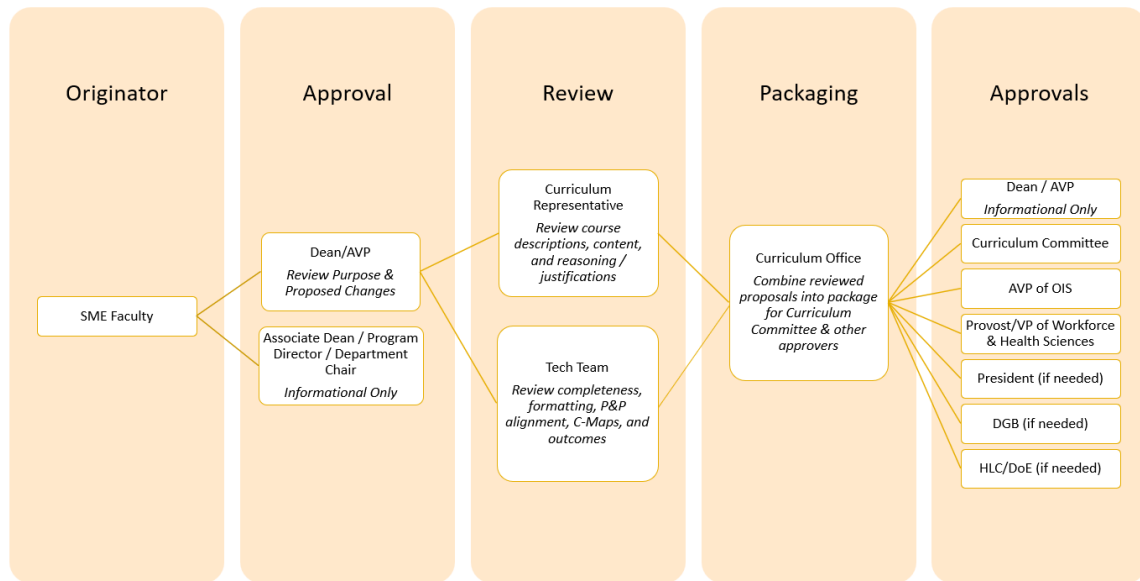
Notifications

Curriculog sends out automatic notifications in several ways to ensure communication of the College's curriculum process.

Curriculog will also send out a weekly digest detailing proposals and their current steps based on each user's workflows. For details on the workflow steps, refer to the Routing Structure in the Curriculum Process section.

Curriculum Process (Flowchart)

After an originator submits a proposal, that proposal goes through the following review and approval stages. The proposal can be marked "approved" or "rejected" at any part of the process. The "approve" decision moves the proposal forward in the workflow while the "reject" decision returns the proposal to the originator for revision.

AY24-25 ROUTING STRUCTURE

Originator	Approval	Review	Packaging	Approvals
SME Faculty	Dean/AVP — *Review Purpose & Proposed Changes* ; Associate Dean / Program Director / Department Chair — *Informational Only*	Curriculum Representative — *Review course descriptions, content, and reasoning / justifications* ; Tech Team — *Review completeness, formatting, P&P alignment, C-Maps, and outcomes*	Curriculum Office — *Combine reviewed proposals into package for Curriculum Committee & other approvers*	Dean / AVP — *Informational Only* ; Curriculum Committee ; AVP of OIS ; Provost/VP of Workforce & Health Sciences ; President (if needed) ; DGB (if needed) ; HLC/DoE (if needed)

Curriculum proposals are submitted through Curriculog to add, modify and delete courses and programs for the next academic year catalog.

Dean/AVP & Associate Dean/Program Director/Department Chair
- Dean/AVP reviews the proposal purpose and any proposed changes and approves to move the proposal forward.
- Associate Dean/Program Director/Department Chair is notified of proposal.

Curriculum Representative & Tech Team
- Curriculum Representative will review the course description, content, and reasons and justifications.
- The Tech Team will review the proposal for completeness, formatting, policy and procedure alignment, C-Maps, learning outcomes, and required assessments.

Curriculum Office
- The OIS Curriculum Coordinator will combine reviewed proposals into packages for the Curriculum Committee and other approvers.

Dean/AVP
- Dean/AVP will have a final review of the curriculum after changes had been made prior to review by the Curriculum Committee.

Curriculum Committee

- Curriculum Committee will review the proposal for academic substance; currency; and relevance for internal and external constituencies as well as ensuring the consistency in leveling.

AVP of OIS
- Analyzes all curriculum proposals for appropriateness to the overall impact on college operations.

Provost/VP of Workforce Development and Health Sciences
- Considers district-wide impact of proposals and ensures appropriateness of to the mission of the College, state and federal compliance, and HLC guidelines.

President / District Governing Board (new or deleted programs only)
- Approves/disapproves degree/certificates and curriculum policy.

HLC/DoE (new or deleted programs only)
- HLC reviews all new program proposals to ensure that the program is not a significant departure from previous programs included in the College's accreditation and outside the institutions existing HLC stipulations. HLC also reviews the proposals to ensure allocation of financial investment or resources by the College.
- Department of Education reviews all new program proposals to determine financial aid eligibility and gainful employment for students who complete the program.

Curriculum Packaging

It is important to note that when curriculum moves from the review process to the approval process, the OIS Curriculum Team will "package" the curriculum (refer to [AY24-25 Routing Structure](#)).

Packaging is a term used to combine curriculum proposals into a group for streamlined review and approval. For example, if a new degree and four new courses are proposed, each one is submitted as a single proposal, and in this case, five proposals in total. Once the review process has been completed, those five proposals will be bundled into one "package" for the approval process.

The curriculum package is intended to help approvers review associated proposals.

Agendas

Packaged curriculum is added to an agenda for Curriculum Committee meetings. Agendas are distributed 3 days before the upcoming meeting.

Consent Agendas

Consent agendas will be used as a tool to facilitate efficient meetings.

Process

- Preparation

  The Tech Team will prepare consent agenda items and distribute them to the Curriculum Committee in advance, allowing time for review.

- Review

  Curriculum representatives will review proposal items on the consent agenda and may ask questions or seek clarification from the Proposal Originator.

- Response Time

  The Proposal Originator will respond to questions within a predetermined timeframe to ensure the proposals remain on the consent agenda. If all questions are answered within this set timeframe, the Proposal Originator will not be required to attend the Curriculum Meeting. If any questions remain unanswered, the proposal will be removed from the consent agenda, and the Proposal Originator must attend the Curriculum Meeting.

- Periodic Review

  This process will be periodically reviewed to ensure it remains effective.

Request for Removal

Committee Members are invited to request the removal of any item from the consent agenda for further discussion. If items are removed, they will be discussed and voted on separately (the Proposal Originator will have the opportunity to attend the next Curriculum Meeting for discussion of their proposal(s)).

Exceptions

New Program and Program Deletion proposals will not be included on consent agendas.

Course Removal Process

The Committee's goal is to ensure that Yavapai College's active curriculum remains current and relevant. To uphold these standards, courses that have not been scheduled or offered for three years are deactivated within the College course bank through an alternative course deletion process.

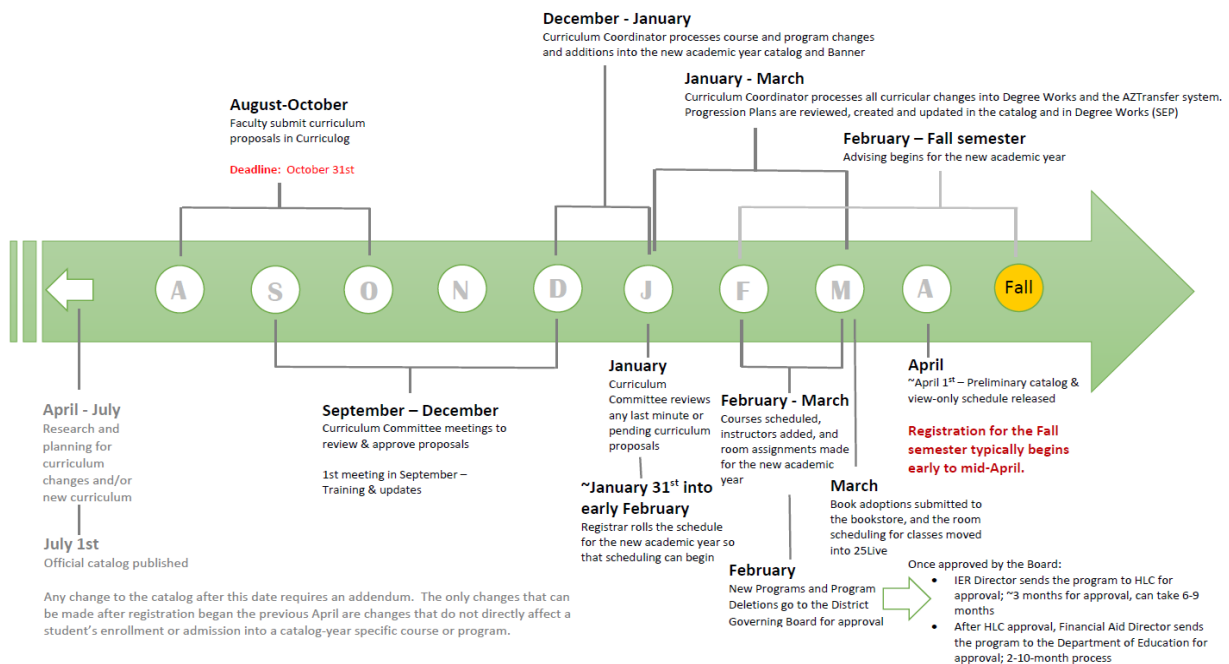The Curriculum Office generates a report of active courses not offered in the past three years for review by each Academic Division's AVP/Dean. This report allows faculty to provide input on potential deactivations. The final report is then submitted to the Curriculum Committee as an informational agenda item.

Deactivated course(s) can be reactivated through the established Curriculum Process by submitting a New Course Proposal.

Curriculum Cycle and Timelines

Yavapai College's academic (catalog) year is the annual period of terms beginning in the fall semester and culminating at the end of the following summer. For example, the 2023-24 academic year starts at the beginning of the Fall 2023 semester (August), spans through Spring 2024, and concludes at the end of the Summer 2024 semester (July). Because a student in continuous enrollment at Yavapai College may elect to graduate by satisfying program requirements listed at the time of admission, at the time of graduation, or at any time during the last period of continuous attendance, updates to the curriculum can significantly impact students and their programs of study. (Continuous attendance means enrollment in the regular session (fall/spring or spring/fall) of each academic year.)

Credit Curriculum & Scheduling Timeline

December - January
Curriculum Coordinator processes course and program changes and additions into the new academic year catalog and Banner

January - March
Curriculum Coordinator processes all curricular changes into Degree Works and the AZTransfer system. Progression Plans are reviewed, created and updated in the catalog and in Degree Works (SEP)

August-October
Faculty submit curriculum proposals in Curriculog

Deadline: October 31st

February – Fall semester
Advising begins for the new academic year

Timeline arrow: A S O N D J F M A Fall

April - July
Research and planning for curriculum changes and/or new curriculum

July 1st
Official catalog published

Any change to the catalog after this date requires an addendum. The only changes that can be made after registration began the previous April are changes that do not directly affect a student's enrollment or admission into a catalog-year specific course or program.

September – December
Curriculum Committee meetings to review & approve proposals

1st meeting in September – Training & updates

January
Curriculum Committee reviews any last minute or pending curriculum proposals

~January 31st into early February
Registrar rolls the schedule for the new academic year so that scheduling can begin

February
New Programs and Program Deletions go to the District Governing Board for approval

February - March
Courses scheduled, instructors added, and room assignments made for the new academic year

March
Book adoptions submitted to the bookstore, and the room scheduling for classes moved into 25Live

April
~April 1st – Preliminary catalog & view-only schedule released

Registration for the Fall semester typically begins early to mid-April.

Once approved by the Board:
- IER Director sends the program to HLC for approval; ~3 months for approval, can take 6-9 months
- After HLC approval, Financial Aid Director sends the program to the Department of Education for approval; 2-10-month process

AUGUST	**Faculty** can begin to submit curriculum proposals in Curriculog
SEPTEMBER	**Faculty** continue to submit curriculum proposals in Curriculog. **Curriculum Committee** begins meetings to review and approve curriculum proposals
OCTOBER	**Faculty** continue to submit curriculum proposals in Curriculog. **Curriculum Committee** meetings to review and approve curriculum proposals continue.

	OCTOBER 31st – Curriculum Proposals due in Curriculog and all curriculum forms close.
NOVEMBER	**Curriculum Committee** meetings to review and approve curriculum proposals continue.
DECEMBER	**Curriculum Committee** meetings to review and approve curriculum proposals continue. **OIS Curriculum Team** begins to process all curricular changes into Ellucian Banner.
JANUARY	**Curriculum Committee** meetings to review and approve curriculum proposals continue. **OIS Curriculum Team** continues to process all curricular changes into the Ellucian Banner system and the catalog prior to schedule roll. JANUARY 31st - **Registrar** rolls the schedule for the next academic year
FEBRUARY - MARCH	**OIS Curriculum Team** begins all curricular changes into Degree Works, the AZTransfer system and the catalog. Progression plans are updated in catalog and Degree Works. **Scheduling Team** begins to schedule courses, add instructors and room assignments for next academic year. **Faculty** submit book adoptions to bookstore. **Advising Team** begins to advise for the next academic year. **District Governing Board** reviews and approves New Programs and Program Deletions.
APRIL	APRIL 1st - **OIS Curriculum Team** releases preliminary online catalog APRIL 1st - **Scheduling Team** releases view-only schedule **Faculty** begin to research and plan for curriculum changes and/or new curriculum MID-APRIL – Registration for Fall Begins **IER** sends programs to HLC for approval – up to 3 month or more (After HLC approval, **Financial Aid Director** sends programs for Department of Education approval – 2-10 months)
JULY	JULY 1st – **OIS Curriculum Team** releases official online catalog

Curriculum Proposal Types

Quick Start Course

The Quick Start Course Proposal is used to provide an immediate solution to a demonstrated need. Quick Starts courses are introduced on a trial basis to meet that need in a timely fashion and to allow experimentation and revision before presentation of a permanent course outline for approval. They must meet the same standards as permanent courses.

Quick start courses are approved outside of the standard curriculum process. They are not submitted to the three state universities for evaluation; hence, they do not necessarily transfer. They are never published in the college catalog. Quick start courses may only be taught for three terms before they either are inactivated or submitted through the permanent course proposal process. They may not be used to implement a new or modified degree program or certificate or to modify an existing degree program or certificate.

Quick Start courses are not eligible for Financial Aid and will not apply towards any degree or certificate. If the Quick Start course becomes a permanent course in the catalog, the course will not retroactively apply towards a degree or certificate.

New Course

The Permanent Course Proposal is used for creating a new, permanent course, including any course that is being submitted as part of a modified or new program. Adding a new course to a certificate or degree requires a new program or program modification form to be submitted simultaneously.

Course Modification

The Course Modification Proposal is used to update an existing course. Depending on the type(s) of changes requested, a program modification form may need to be submitted simultaneously. Modifications include changes to:

- Course prefix or number;
- Course title;
- Course description;
- Course content;
- Learning outcomes;
- Grading options;
- Prerequisite(s);
- Corequisites(s);
- Reading proficiency requirement;

- Credit hours;
- Lecture/lab hours;
- General Education designation;
- Required assessment

Course Deletion

The Course Deletion Proposal is used to request removal of a permanent course from the course bank and College catalog. If the course being deleted is part of an existing program, a program modification must be submitted simultaneously. A teach-out plan indicating how the student will be able to fulfill the requirement will need to be presented. Reasons for deletion might include:

- Outline (description, content, and learning outcomes) is outdated;
- No longer meets the needs of employers;
- Not offered in 3 or more years;
- Replaced by another course

New Program

The new program proposal is submitted when the faculty or department requests to add a new program. New program requests should align with the Yavapai College District Governing Board and College's strategic plans and describe how it relates to existing College programs and strategic initiatives. The program should also fulfill regional job demand (local demand). The program initiator must provide data (generally available through the College's Institutional Effectiveness and Research team (IER)) that supports the proposal. Certificates and AAS degrees must have an advisory committee or licensing/accrediting agency.

Program Modification

The Program Modification Proposal is used to update an existing program. Modifications include:
- Change to the program name;
- Course addition(s);
- Course removal(s);
- Update to minimum credit hours required for completion;
- Change to description/mission;
- Modification to program prerequisites or admission requirements;
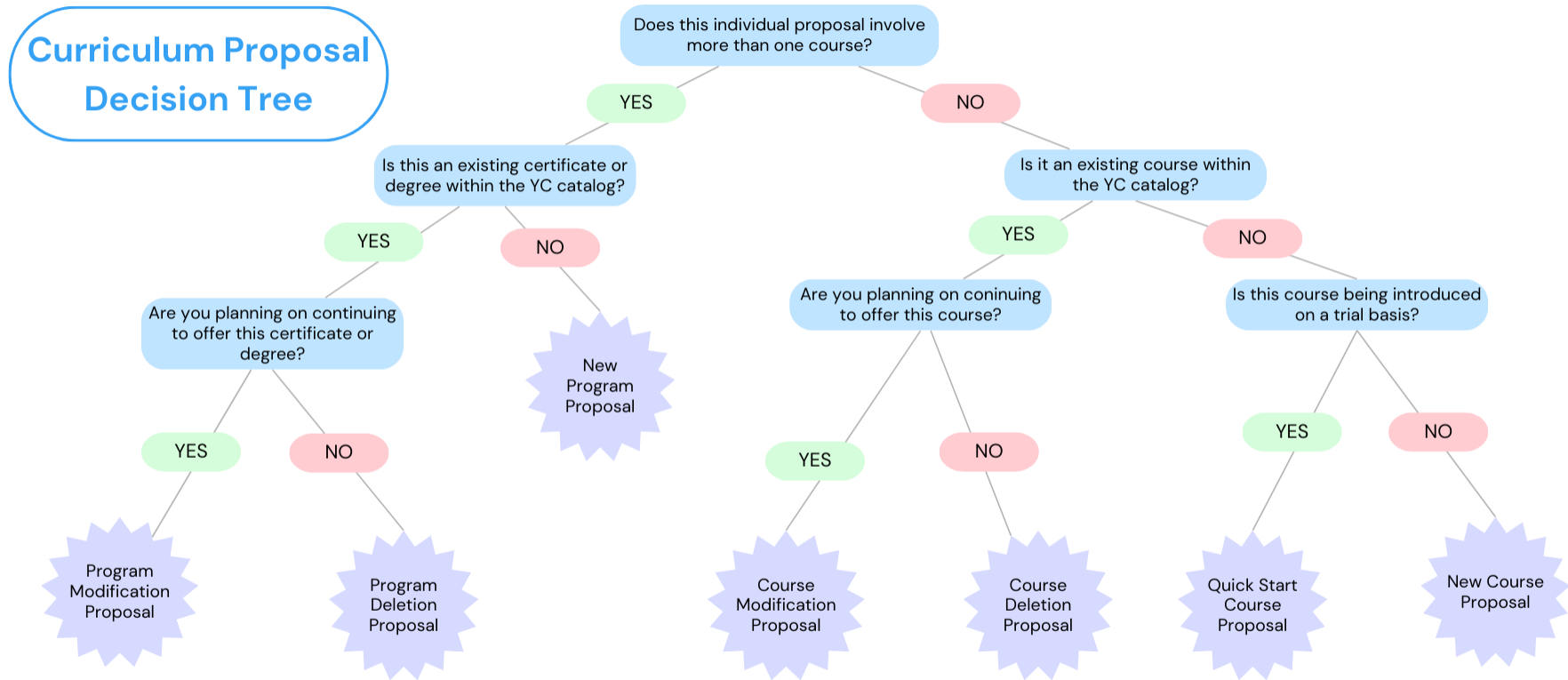- Program outcome updates

Note: If a course is being deleted or modified from an existing program, a teach-out plan must be provided describing how students in previous catalog years will be permitted to fulfill the requirements.

Program Deletion

A thorough teach-out plan must be developed to accommodate current students' program completion. Criteria for deleting a program include:

- A change in the job market or community needs;
- It does not align with the College's strategic plan;
- Declining enrollment;
- Budget challenges/loss of funding source/facility limitations;
- Documented evidence of loss of faculty (generally a single-faculty program);
- Consolidation of one or more programs resulting in the deletion of one or more

Curriculum Proposal Decision Tree

Curriculum Proposal Decision Tree

Does this individual proposal involve more than one course?

- YES → Is this an existing certificate or degree within the YC catalog?
  - YES → Are you planning on continuing to offer this certificate or degree?
    - YES → Program Modification Proposal
    - NO → Program Deletion Proposal
  - NO → New Program Proposal
- NO → Is it an existing course within the YC catalog?
  - YES → Are you planning on coninuing to offer this course?
    - YES → Course Modification Proposal
    - NO → Course Deletion Proposal
  - NO → Is this course being introduced on a trial basis?
    - YES → Quick Start Course Proposal
    - NO → New Course Proposal

Curriculum Proposal Form Timelines

The curriculum proposal forms are tied to the Curriculum Management System and to each academic year catalog. The forms can be opened once the final academic year catalog has been published and will remain open until the curriculum deadline has passed.

JULY 1st	Final Academic Year Catalog published
MID-JULY	Formal Curriculum Proposal forms open
OCTOBER 31st	Curriculum proposals are due
NOVEMBER 1st	Curriculum Proposal forms are closed

Curriculum proposal forms close for several reasons:
- Allow time for internal and external approval processes;
- Define Programs of Study in time for Scheduling, Advising, and Registration processes;
- Allow time to reset curriculum infrastructure for the next curriculum cycle.

Curriculum proposal forms can be reopened after the deadlines for curriculum exceptions that are needed to meet industry/specialized accreditation needs or compliance. These exceptions must go through an approval process prior to the reopening of the forms:
- Division Dean/AVP must be notified and approve the request
- AVP of Instruction and Early College must receive an email request with approval from Division Dean/AVP
- Executive Leadership must be notified and approve of the request.

Once the forms are opened and submitted, the proposal will go through the curriculum review and approval process (refer to AY24-25 Routing Structure).

Curriculum Development Resources

Several tools are available on the Curriculum website:
- AAS General Education Waiver
    - Only for AAS degrees that want to remove 3 of the required 6 credits from the "Arts & Humanities and/or Social Behavioral Sciences" category.
- Course Outline Components Guide
    - Outlines the necessary components needed for curriculum proposals and follows A.R.S.15-1410 with examples
- Credit Curriculum and Scheduling Timeline
    - A timeline for the roles and responsibilities associated with implementing curriculum at the College
- Curriculum Map Template

- Standard curriculum map template used to map course learning outcomes to the overall program learning outcomes.
- Curriculum Map Criteria and Best Practices
  - Describes the purpose of curriculum maps and provides the criteria checklist used when C-Maps are reviewed by the Curriculum and SLOA Committees.
- Progression Plan Template
  - Link to the Dynamic Forms form. It is used as a guide to help students and advisors develop the program of study for the student.
- Teach-Out Plan Template
  - A template to be used when changing a degree or certificate coursework to indicate how program students will be contacted and to define a timeline of how the changes to the coursework will occur.
- YC Course Leveling Document
  - YC descriptions for 100-, 200-, 300- and 400-level courses

Course Prefixes and Numbering

The course prefix is a three-letter designation for the discipline to which the course belongs. If creating a new course prefix, please consult with the OIS Curriculum Team and review state-wide equivalents.

Individual disciplines may provide different levels of knowledge and skill at different course levels. Refer to the YC Course Leveling Document when choosing an appropriate course level and designing learning outcomes.

Below 100-level (Developmental)	Courses that cover pre-college-level competencies and prepare students to take college-level courses.
100-level (1st year)	Introductory courses which have no university-level prerequisites. These courses often present basic concepts and terminology.
200-level (2nd year)	Courses at an intermediate difficulty level and sometimes survey a subfield within a discipline. They often have 100-level prerequisites.
300-level (3rd year)	Courses which continue to develop proficiency at the lower cognitive levels. They provide students the opportunity to operate at the "synthesis" and "evaluation" levels.
400-level (4th year)	Courses that mostly operate at the "synthesis" and "evaluation" levels. They are often of a seminar or directed research nature, with students taking significant responsibility for the course agenda.

Certain special courses address unique topics or specific needs through a specialized offering which does not duplicate already existing courses. These courses have specific course numbers:

196 Directed Research courses	Faculty or mentor directed student research in an area of current discipline investigation culminating in a final report, paper, or presentation. Students will work in the lab (or in the discipline) to gain the intellectual, technical, and practical skills necessary to further the knowledge base in an area of discipline investigation with the objective of contributing to the professional body of discipline knowledge.
198, 298 Special Topic courses	Exploration of a particular topic within a field of study
295 Apprenticeship courses	Supervised field experience.
296 Internship courses	Supervised field experience with businesses, corporations, government agencies, schools and/or community organizations to expand career interests and apply subject knowledge relevant to the workplace. Individualized internship placements to develop personal and professional skills, including professional ethics, leadership, and civic responsibility.
299 Independent Study courses	Supervised special project in the field of study.

Credit Hours

Academic credit provides the basis for measuring the amount of engaged learning time expected of a student enrolled in any method of instruction. The purpose is to define the amount of instruction and student work expected for each credit hour (or unit of credit). Credit hours are determined by the combination of lecture and lab hours which are defined by the College policy "Award of Credit Hour, 3.28."

Credit hour determination adheres to the following discipline specific criteria:

Lecture hours: One lecture hour equates to one credit hour.

Lab hours following varying discipline specific criteria:

- Fine Art Studio and Performance: Varies. Confirm with Scheduling Team and Associate Vice President of OIS.
- Career and Technical Education: Two lab hours equate to one credit hour
- Clinical: Three lab hours equate to one credit hour

- Physical and Biological Sciences: Three lab hours equate to one credit hour
- Physical Education, Recreation, and Dance: Two lab hours equate to one credit hour
- Internships or Practicum: Three lab hours equate to one credit hour

Student Learning Outcomes and Assessment

The SLOA Handbook contains information about creating learning outcomes and curriculum maps, and assessment planning and reporting. It is available on the SLOA website at www.yc.edu/sloa.

Glossary

Courses - Course Types

Lower-division courses that focus on foundational theories, concepts, perspectives, principles, methods, techniques, and critical reasoning that provide a broad basis for more advanced academic courses. The primary intent is to equip students with the general education and discipline-specific content needed for the continued pursuit of higher education, to expose students to a broad spectrum of different fields of study, and to provide an intellectual foundation for specialized upper-division coursework in professional academic disciplines.

Upper-division courses that provide in-depth study, application, and understanding of the scope and limitations of the knowledge. Upper-level courses are at an advanced undergraduate level of difficulty and are generally taken by majors, minors, and other students with a well-defined interest and demonstrated ability in a particular subject area.

Occupational
Courses that focus on theories, concepts, perspectives, principles, methods, techniques, and critical reasoning that provide a broad basis for more advanced courses or targeted workforce programs.

The primary intent of occupational coursework is to support career success in current and emerging occupations and professions. These courses provide workforce knowledge and expertise and may be transferred toward more advanced degrees in related fields of study.

Programs - Degree Types

Associate of Arts (AA)
The AA degree is designed for students who plan to transfer to four-year degree-granting institutions for completion of a Bachelor of Arts (BA) degree. Students following this degree program will complete university-parallel requirements in general education that will fulfill all lower division general education requirements at the Arizona universities.

Associate of Arts in Elementary Education (AAEE)
Designed for students who plan to transfer to an Arizona public four-year degree-granting institution, the YC Teacher Education Program is for:
- Students who are interested in pursuing careers in teaching in public and private infant-grade 12 schools and Child Care Centers.
- Students who transfer to four-year programs in Early Childhood/Elementary Education or Secondary Education.
- In-service teachers seeking to improve their teaching skills through additional coursework and/or professional development activities.

Associate of Arts in Fine Arts (AAFA)

The AAFA is awarded to students who complete two-year curricula in the visual, music, or performing arts. The AAFA degree is designed for students who plan to transfer to four-year degree-granting institutions to complete a degree in art, music, or performing arts.

Associate of Business (ABus)

The ABus degree plan is primarily designed to provide the first two years of coursework to prepare students for transfer into a related upper-division baccalaureate degree program at one of Arizona's public universities.

Associate of Science (AS)

The Associate in Science degree is designed for students who plan to transfer to Arizona's public universities in a variety of science-related majors. In general, the components of the degree meet requirements for majors with more stringent math and math-based science requirements.

Associate of General Studies (AGS)

Students whose career, major, or transfer intent is uncertain may elect to pursue this degree. The AGS allows students to uniquely design an associate's degree with more flexibility in the selection of courses. These courses may be taken from a variety of subject areas with no specific area of emphasis.

Associate of Applied Science (AAS)

The Associate of Applied Science degree prepares students for entry-level employment in a specific occupation area or enhances the skills of students who are already vocationally or personally committed to a particular technical orientation. Pursuit of the associate degree implies a desire to broaden the educational and cultural awareness of the student beyond technological concerns.

Bachelor of Science in Business (BS)

The Bachelor of Science in Business program prepares individuals to assume management or supervisory positions in business, industry, and government. It provides essential skills in a broad range of business functions, including accounting, computer usage, leadership, management, and marketing.

Certificates

Arizona General Education Curriculum (AGEC) Certificates

The Arizona General Education Curriculum (AGEC) is designed to fulfill all lower-division General Education requirements at the public universities in Arizona. Visit https://aztransfer.com/ for the latest requirements.

AGEC-A

The AGEC-A is the appropriate curriculum for students who plan to major in fields in the Liberal Arts or programs of study other than business or science and will transfer as a block without loss of credit to Arizona's public universities.

AGEC-B

The AGEC-B is primarily designed for business majors. Students pursuing this plan of study should consult an academic advisor regarding general education requirements related to their major (e.g., accounting, computer information systems, management, marketing, general business).

AGEC-S

The AGEC-S is the appropriate curriculum for students who major in fields with stringent requirements in mathematics and science.

CIP Code

The Classification of Instructional Programs (CIP) is the taxonomic coding scheme used for instructional programs in higher education in the United States. Its purpose is to facilitate the organization, collection, and reporting of fields of study and program completions.

The CIP is the accepted federal government statistical standard on instructional program classifications and is used in a variety of education surveys and databases, giving higher education institutions the ability to make comparisons to peer institutions.

Occupational Certificates

A certificate is awarded for the completion of a career/technical curriculum. Occupational certificates prepare students for entry-level employment in a specific occupational area or enhances the skills of students who are already vocationally or personally committed to a particular technical orientation. Unlike the Associate of Applied Science degree, a certificate focuses on technological concerns and not the broader educational and cultural awareness provided by general education.

APPENDIX

- Course and Program Proposal Outlines
- Progression Plan Template
- Teach-Out Plan Template
- Table for Minimum Requirements for Associate's Degree

Course Deletion Form

- This form should be used to remove a course from the course bank. This deletion will be effective in the 2025-2026 catalog.

- Documentation you may need in order to submit this proposal:

    1. Documentation that supports the course deletion, such as: ATF meeting minutes, Advisory Board meeting minutes, updated legislative requirements or accreditation standards, etc.

    2. A teach out plan.

    3. An updated curriculum map, if applicable.

Step 1: Purpose of Proposal

- Indicate the source of requested deletion:

- Briefly describe the primary reason for proposing this course deletion:

Step 2: Impact and Teach-Out Plan

- Describe the Impact of the Proposal on other courses or degrees/certificates:

- Is the course proposed for deletion being replaced by a new course?

- If yes, specify the course replacement:

- Address concerns noted in the impact implications: *If no impact to other courses/programs, you may respond with "No action needed."*

- Last semester this course will be offered:

- ATTACH a teach-out plan using the Teach-Out Plan template and example

Step 3: Communication

- This proposal has been discussed with the following people:

- Attach documentation of communication in support of the proposed course deletion.

Step 4: Course Information

- Initiating Department

- Prefix

- Course Number

- Course Title

- Credits

- Lecture Hours

- Lab Hours

- Prerequisite(s)

- Corequisite(s)

- SUN# (if applicable)

- Course Type

- Course Description

- Course Content

- Learning Outcomes *Designate corresponding content number(s) after each learning outcome.*

- Required Assessment Measures (if applicable)

Step 5: Return to the Office of Instruction

- Send the completed document and all necessary attachments to the Office of Instruction.

Course Modification Proposals

This form should be used to modify an existing course in the course bank. This modification will be effective in the 2025-2026 catalog.

Modification Examples:

- Updating Course Content and/or Learning Outcomes
- Modifying Pre/Corequisites
- Modifying Credit Hours (including the lecture/lab load)
- Changing the Course Prefix and/or Number

Documents you may need in order to submit this proposal:

- Documentation that supports the course modification, such as: ATF meeting minutes, Advisory Board meeting minutes, updated legislative requirements or accreditation standards, etc.
- A teach out plan.
- An updated curriculum map.

Step 1: Purpose of Proposal

- Indicate the source of requested modification:
- Briefly describe the primary reason for proposing this course modification:

Step 2: Impact and Teach-Out Plan

- Describe the Impact of the Proposal on other courses or degrees/certificates:

- Is the course proposed for modification replacing another course?

- If yes, specify the course replacement:

- Address concerns noted in the impact implications: *If no impact to other courses/programs, you may respond with "No action needed."*

Credentialing

- Does this course modification impact the minimum credentialing requirements?
- If yes, specify the credentialing impact:

Teach-Out Plan

- Teach-Out Plan Effective Semester:

- ATTACH a teach-out plan using the Teach-Out Plan template and example

- ATTACH an updated progression plan of the PDF generated from your Dynamic Forms submission.

- ATTACH an updated Curriculum Map when making Course Learning Outcome changes.

Step 3: Communication

- This proposal has been discussed with the following people:
- Attach documentation of communication in support of the proposed course modification.

Step 4: Course Information

- Initiating Department
- Prefix
- Course Number
- Course Title
- Credits
- Lecture Hours
- Lab Hours
- Select Grading
- Prerequisite(s)
- Prerequisite(s) may be taken concurrently with the proposed course?
- Reading Requirement?
- Corequisite(s)
- SUN# (if applicable)
- Is this an occupational course?
- Course Description
- Course Content
- Learning Outcomes *Designate corresponding content number(s) after each learning outcome.*
- Required Assessment Measures (if applicable)

Step 5: General Education Curriculum

- Is this course currently on a General Education approved list?
- Is this proposal to add or remove the course from a General Education list?
- Define the General Education Category the course should be added to:
- Define the General Education Category the course should be removed from:

General Education Competencies

- Define the General Education Competencies to add to this course:
- Define any General Education Competencies to remove from this course:
- Attach a General Education Competencies Curriculum Map.

Step 6: Transfer Information

- Have you contacted colleagues at any of the three Arizona public universities for transfer equivalency?
- If you have contacted colleagues at the three Arizona public universities, provide the information below:
  - ASU colleague and proposed equivalency:
  - Provide contact's first and last name; course prefix, number, and title.
  - NAU colleague and proposed equivalency:
  - Provide contact's first and last name; course prefix, number, and title.
  - UA colleague and proposed equivalency:
  - Provide contact's first and last name; course prefix, number, and title.

Step 7: Return to the Office of Instruction

- Send the completed document and all necessary attachments to the Office of Instruction.

New Course Proposal

This form should be used to add a new course to the course bank. This new course will be effective in the 2025-2026 catalog.

Documents you may need in order to submit this proposal:

- Documentation that supports the course proposal, such as: ATF meeting minutes, Advisory Board meeting minutes, updated legislative requirements or accreditation standards, etc.
- A curriculum map.
- A progression plan.

Step 1: Purpose of Proposal

- Indicate the source of requested proposal:
- Briefly describe the primary reason for proposing this course:

Step 2: Impact and Teach-Out Plan

- Is the course being proposed replacing another course?
- If yes, specify the course replacement:
- Does this course connect to a program proposal?
- Which program proposal?

Credentialing

- What are the minimum credentialing requirements for this course?

Step 3: Communication

- This proposal has been discussed with the following people:
- Attach documentation of communication in support of the proposed course.

Step 4: Course Information

- Effective Semester
- Initiating Department
- Prefix
- Course Number
- Course Title
- Credits
- Lecture Hours

- Lab Hours
- Select Grading
- Prerequisite(s)
- Prerequisite(s) may be taken concurrently with the proposed course?
- Reading Requirement?
- Corequisite(s)
- SUN# (if applicable)
- Is this an occupational course?
- Course Description
- Course Content
- Learning Outcomes *Designate corresponding content number(s) after each learning outcome.*
- Required Assessment Measures (if applicable)
- ATTACH a curriculum map
- ATTACH a progression plan.

Tuition and Fees

- Tuition Level:
- Special fees required?

Step 5: General Education Curriculum

- Is this course going to be added to a General Education approved list?
- Define the General Education Category the course should be added to:

General Education Competencies

- Define the General Education Competencies to add to this course:
- Attach a General Education Competencies Curriculum Map.

Step 6: Transfer Information

- Have you contacted colleagues at any of the three Arizona public universities for transfer equivalency?
- If you have contacted colleagues at the three Arizona public universities, provide the information below:
    - ASU colleague and proposed equivalency:
    - Provide contact's first and last name; course prefix, number, and title.
    - NAU colleague and proposed equivalency:
    - Provide contact's first and last name; course prefix, number, and title.

- UA colleague and proposed equivalency:
- Provide contact's first and last name; course prefix, number, and title.

Step 7: Return to the Office of Instruction

- Send the completed document and all necessary attachments to the Office of Instruction.

Program Deletion Form

This form should be used to remove a degree or certificate from the catalog. This deletion will be effective in the 2025-2026 catalog.

Documentation you may need in order to submit this proposal:

- Documentation that supports the course deletion, such as: ATF meeting minutes, Advisory Board meeting minutes, updated legislative requirements or accreditation standards, etc.

- A teach out plan.

Step 1: Purpose of Proposal

- Indicate the source of requested deletion:

- Briefly describe the primary reason for proposing this program deletion:

Step 2: Impact and Teach-Out Plan

- Describe the Impact of the Proposal on other courses or degrees/certificates:

- Is the program proposed for deletion being replaced by a new program?

- If yes, specify the program replacement:

- Address concerns noted in the impact implications: *If no impact to other courses/programs, you may respond with "No action needed."*

Teach-Out Plan

- Last semester this program will be offered:

- ATTACH a teach-out plan using the Teach-Out Plan template and example

Step 3: Communication

- This proposal has been discussed with the following people:

- Attach documentation of communication in support of the proposed program deletion.

Step 4: Program Information

- Hierarchy Owner

- Program Type

- Title

- Description

- Prospective Curriculum

  - List all core courses

  - List all elective courses

Step 5: Return to the Office of Instruction

- Send the completed document and all necessary attachments to the Office of Instruction.

Program Modification Proposals

This form should be used to modify an existing degree or certificate in the catalog. This modification will be effective in the 2025-2026 catalog.

Modification Examples:

- Updating Courses and/or Learning Outcomes

- Modifying Pre/Corequisite coursework or Special Admission Requirements

- Modifying Credit Hours

- Changing the degree or certificate name or description

Documents and information you need in order to submit this proposal:
- Documentation that supports the program modification proposal, such as: ATF meeting minutes, Advisory Board meeting minutes, updated legislative requirements or accreditation standards, etc.
- Teach-out Plan
- Curriculum map
- Progression plan

Step 1: Purpose of Proposal
- Indicate the source of requested proposal:
- Briefly describe the primary reason for modifying this degree or certificate:

Step 2: Impact
- Describe the impact this program modification will have on other courses or degrees or certificates:
- Does this program proposal connect to any course proposal(s)?
- If yes, which course proposal(s)?
- Address any impact concerns noted above:
- Attach a teach-out plan
- Attach an updated progression plan of the PDF generated from your Dynamic Forms submission.
- Attach a curriculum map.

Step 3: Communication
- This proposal has been discussed with the following people:
- Attach documentation of communication had in support of the proposed degree or certificate.

Step 4: Degree or Certificate Information
- Initiating Department
- Degree Type:
- Effective semester:
- Transfer or Workforce (Occupational):

- Degree or Certificate Name
- Program Description

General Education Requirements for Degree
- Is a specific course(s) being requested to fulfill a General Education category in this program?
- If yes, list the course, Gen Ed category and reason for a specific Gen Ed course:

Program Modality
- Can this program be completed entirely online?

Program Prerequisites and Admission Requirements
- Is this program changing any prerequisite coursework or special admission requirements?
- If yes, list all prerequisite coursework or special admission requirements:

Financial Aid Eligibility
- Does the program meet requirements for Title IV Financial Aid funding?

Step 5: Outlining the Program Curriculum

Next
- Program Curriculum:
  - List all of the core courses
  - List all of the elective courses

Step 6: Return to the Office of Instruction

- Send the completed document and all necessary attachments to the Office of Instruction.

New Program Proposal

This form is used when proposing a new degree or certificate. This new program will be effective in the 2025-2026 catalog.

Documents and information you need in order to submit this proposal:

- Occupational Overview of the proposed program requested from Institutional Effectiveness and Research (IER).
- CIP (Classification of Instructional Programs) Code requested from Institutional Effectiveness and Research (IER).
- Documentation that supports the new program proposal, such as: ATF meeting minutes, Advisory Board meeting minutes, updated legislative requirements or accreditation standards, etc.
- Curriculum map
- Progression plan

Step 1: Purpose of Proposal

- Indicate the source of requested proposal:

- Briefly describe the primary reason for proposing this new degree or certificate:

Step 2: Impact

- Is this program required for entry-level positions in this field?

- Is the new degree or certificate replacing another degree or certificate?

- If yes, specify the degree or certificate being replaced:

- Does this program proposal connect to any course proposal(s)?

- If yes, which course proposal(s)?

- Attach a progression plan of the PDF generated from your [Dynamic Forms submission](#).

- Attach a curriculum map.

Step 3: Communication

- This proposal has been discussed with the following people:

- Attach documentation of communication had in support of the proposed degree or certificate.

Step 4: Degree or Certificate Information

- Initiating Department

- Degree Type:

- Effective semester:

- Transfer or Workforce (Occupational):

- Degree or Certificate Name

- Program Description

- CIP Code (contact IER for assistance):

General Education Requirements for Degree

- Is a specific course(s) being requested to fulfill a General Education category in this program?

- If yes, list the course, Gen Ed category and reason for a specific Gen Ed course:

Professional Licensure

- Does this program lead to professional licensure or certification?

Program Modality

- Can this program be completed entirely online?

Program Prerequisites and Admission Requirements

- Does this program require any prerequisite coursework or have special admission requirements?

- If yes, list all prerequisite coursework or special admission requirements:

Financial Aid Eligibility

- Does the program meet requirements for Title IV Financial Aid funding?

Step 5: Outlining the Program Curriculum

- Program Curriculum:
    - List all of the core courses
    - List all of the elective courses

Step 6: Return to the Office of Instruction

- Send the completed document and all necessary attachments to the Office of Instruction.

Progression Plan Template

Fall Term 1 *x credit hours*	Hours	Notes
1st 8 weeks		
•		
•		
2nd 8 weeks		
•		
•		
Term hours subtotal:		

Spring Term 1 *x credit hours*	Hours	Notes
1st 8 weeks		
•		
•		
2nd 8 weeks		
•		
•		
Term hours subtotal:		

Fall Term 2 *x credit hours*	Hours	Notes
1st 8 weeks		
•		
•		
2nd 8 weeks		
•		
•		
Term hours subtotal:		

Spring Term 2 *x credit hours*	Hours	Notes
1st 8 weeks		
•		
•		
2nd 8 weeks		
•		
•		
Term hours subtotal:		

This recommended sequence is not a binding agreement of any kind between Yavapai College and the student, but merely represents a potential curriculum which may be altered as appropriate to meet the student's academic objectives. Course availability is subject to change and all courses are not available every semester. Students should inquire each semester with their Advisor before registering to determine current requirements and possible changes to the suggested curriculum.

Teach-Out Plan Template

When an academic certificate, specialization, or degree program at Yavapai College is sunset, the relevant department must develop a teach-out plan for students in that program. This plan must be submitted to the Curriculum Committee along with the proposal for program deletion. It must be approved by the appropriate academic Dean/AVP prior to submission to the Curriculum Committee.

The following items must be included in all teach-out plans:

Programs to be deleted – List all programs to be deleted with an effective date of deletion for each program.

Plan for last semester for each course.

Brief rationale for program deletion – Provide a concise description of the reason(s) for program deletion. This should be 1-2 paragraphs.

Number of affected students – The department should work with Institutional Effectiveness and the Registrar's Office to identify students who are potentially affected by program elimination. This may include more than just students who have listed the program as their degree/certificate intent. Care should be taken to identify students enrolled in courses up for elimination. This will help catch students who think they are working on the degree/certificate but haven't officially listed it.

Communication plan for affected students – Provide a brief description of how the department will communicate program elimination to affected students. Explain who will be responsible for providing this information to students.

Specific teach-out options for affected students – Explain in specific detail the options that will be available to affected students. For example, will students be able to complete the program before it is eliminated? If so, will the needed courses be offered? What is the end date by which affected students must complete the program? Will alternate course options be available? If so, what are those options? Who should students contact if they have questions?

Table for Minimum Requirements for Associate Degrees at Yavapai College

	AA	AS	AA EE	AFA	AAS	ABUS
1st Year Composition	6	6	6	6	6	6
Mathematics	3	MAT220	3	3	3	3
Physical & Biological Sciences	8	8	8	8	4-5	8
Arts & Humanities*	6	6	6	MUS240 & MUS245/ THR135 OR ART200 & ART201	3-6	6
Social & Behavioral Sciences*	6	6	3 & ECE234	6		6
Options	6	7-10	6	6	-	3 and CSA110
TOTALS	35	38-41	35	35	16-20**	35

*Select from two different prefixes
**AAS degrees typically have 19 hours of general education

As specified above, associate degree programs must contain a minimum of 15 semester hours of general education as defined by HLC (Criteria B.1.h)

Other Requirements for Associate Degrees:

	AA	AS	AA EE	AFA	AAS	ABUS
Communication Requirement	3*	3	3*	3*	-	3*
*Additional requirement if not taken as part of Gen Ed courses						

Program Requirements and Electives:

	AA	AS	AA EE	AFA	AAS*	ABUS
Program Requirements	25	19-22	27	18-24	25-52	21
Program Electives			-	4-9	0-16	6
TOTALS	25	19-22	27	25-28	42-47	27
*AAS are typically comprised of a combination of 45 program requirements and electives						

Associate Degree Total Credits

	AA	AS	AA EE	AFA	AAS*	ABUS
TOTALS	60	60+	62	60-63	61-66	62
*AAS are typically comprised of a combination of 45 program requirements and electives						