Rubric for Course Modifications

Focusing on PCC's primary mission as reflected in the Educational Master Plan & SB 1456, The Student Success Act

	Least Needed to Support Student Success		Most Needed to Support Student Success
	Lowest Priority		Highest Priority
Transferable Courses (Courses numbered 1 – 99)	 Changes without an appropriate rationale, such as: Adding units/hours Acronym change Course number 	 Non-pedagogical changes (< 5 years since last mod), such as: Title Change Catalog Description Changes with an appropriate rationale to increase student success Adding or Modifying a Prerequisite or Co-requisite 	 Mandated by Chancellor's Office or other compliance agency (C-ID, etc.) To maintain currency in the discipline (as demonstrated by curriculum at our transfer institutions) Course outline is more than 5 years old and is being updated Supported by Program Review recommendations
Basic Skills/ Nontransferable Courses (Courses numbered 100 – 999)	 Changes without an appropriate rationale, such as: Adding units/hours Acronym change Course number Changes that will disproportionately impact any group of students (age, ethnicity, gender) 	 Non-pedagogical changes (< 5 years since last mod), such as: Title Change Catalog Description Adding or Modifying a Prerequisite or Co-requisite 	 Mandated by Chancellor's Office or other compliance agency To maintain currency in the discipline Aims to improve student success for a significant percentage of the student population Courses that prepare a large number of students for college level work Course outline is more than 5 years old and is being updated Supported by Program Review recommendations