PREFACE

Curriculum Basics has been developed to assist faculty with the curriculum development process. Rather than an all-inclusive document relating to curriculum development issues, this handbook includes a practical "how to" guide for completing forms and a streamlined version of the rules and regulations that govern curriculum. The purpose of this handbook is to inform rather than overwhelm.

All faculty are encouraged to refer to *Curriculum Basics* when developing courses or programs. The step-by-step format of the "how to" section will simplify the process and facilitate the proposal's journey from its inception to its approval by the Board of Trustees. The other sections of the handbook are designed to be used as reference tools. Title 5 regulations, the glossary and the appendix are included to clarify the process and to increase awareness of curriculum issues.

Curriculum Basics is a living document. It will change as the curriculum process evolves and as feedback is received from its users. Please feel free to offer suggestions or comments to any Curriculum Advisory Committee member.
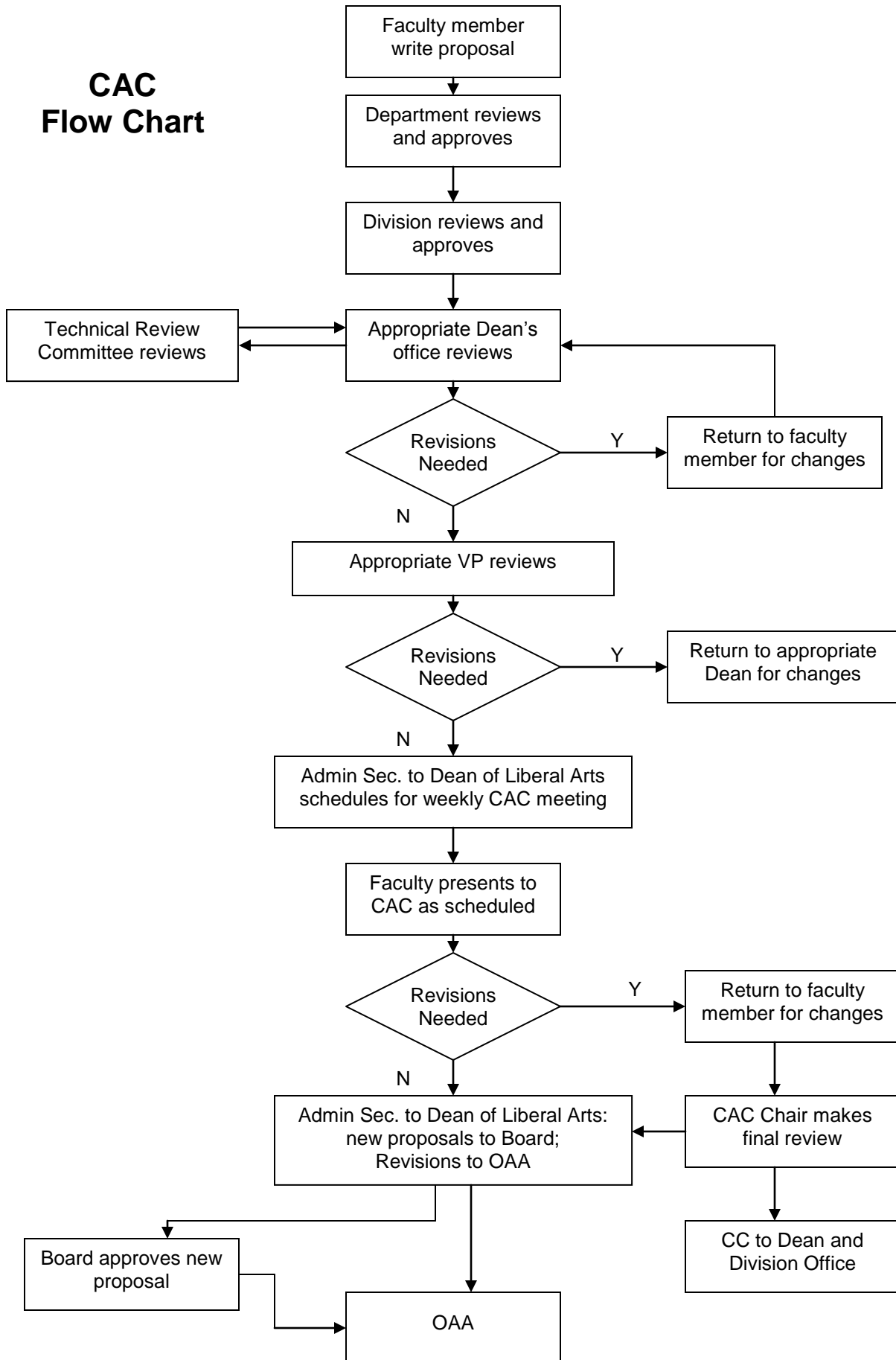
Monterey Peninsula College
Curriculum Advisory Committee
Membership
2004-05

The Curriculum Advisory Committee represents the diverse constituencies of the campus community. The roster below shows the area of campus representation, the member from each area, the voting status, and the term of appointment of each member.

Area of Representation	Name	# of Votes	Term of Service
Student (Term: 1 year)	Trisha Anderson	1	Spring 2005-Fall 2005
Counseling Faculty* (Term: 3 years)	Susan Walter	1	Fall 2001- (voluntary extension)
Library Faculty (Term: 3 years)	Bernadine Abbott	1	Fall 2002 – Spring 2005
Business and Technology (Term: 3 years)	Tom Rebold	1	Fall 2004-Spring 2007
Humanities (Term: 3 years)	Eleanor Szaszy	1	Fall 2003-Spring 2006
Social Science (Term: 3 years)	Tom Logan	1	Fall 2003-Spring 2006
Physical Science (Term: 3 years)	Vacant	1	
Life Science (Term: 3 years)	Vacant	1	
Creative Arts (Term: 3 years)	Connie Gamiere	1	Spring 2005-Fall 2008
Physical Education (Term: 3 years)	Vacant	1	
ESL (Term: 3 years)	Richard Abend	1	Fall 2000- (voluntary extension)
Basic Skills (Term: 3 years)	Beth Penney	1	Fall 2004- Spring 2007
Supportive Services (Term: 3 years)	Vacant	1	
Nursing (Term: 3 years)	Vacant	1	
Articulation Officer (Standing position)	Elizabeth Harrington	1	Fall 1999-
Senate Faculty Rep (Term: 3 years)	LaRon Johnson	1	Spring 2005-Fall 2008
Administration (Term: Discretion of office)	Bill Cochran/Dean, Liberal Arts	0	Fall 2002 –

*Traditionally serves as Chairperson

**CAC
Flow Chart**

Faculty member write proposal

↓

Department reviews and approves

↓

Division reviews and approves

↓

Technical Review Committee reviews → Appropriate Dean's office reviews

↓

Revisions Needed —Y→ Return to faculty member for changes

↓ N

Appropriate VP reviews

↓

Revisions Needed —Y→ Return to appropriate Dean for changes

↓ N

Admin Sec. to Dean of Liberal Arts schedules for weekly CAC meeting

↓

Faculty presents to CAC as scheduled

↓

Revisions Needed —Y→ Return to faculty member for changes

↓ N   ↓

Admin Sec. to Dean of Liberal Arts: new proposals to Board; Revisions to OAA ← CAC Chair makes final review

↓   ↓

Board approves new proposal   CC to Dean and Division Office

↓

OAA

A "HOW TO" GUIDE FOR WRITING CURRICULUM
INTRODUCTION

This section of *Curriculum Basics* provides step-by-step instructions for completing the various documents involved in the curriculum process. All **new courses**, **distance learning proposals**, **new programs, program changes**, and **some course revisions** must go through the curriculum review process. The flow chart on page I-3 describes the approval process.

The Curriculum Advisory Committee is responsible for recommending courses and programs to the Board of Trustees for approval. Faculty should work with the division liaison to CAC, the department/division chair and the Dean when writing curriculum. This will greatly facilitate the process.

There are deadlines in place for new course proposals and course/program changes to appear in the MPC catalog. (See Appendix page VIII-24.) Please begin the process well in advance of the deadlines to ensure that the process is completed in time for catalog production. Delays inevitably occur.

The following pages are an attempt to simplify the process. Please refer to the step-by-step guide and the samples of successful proposals when writing curriculum. This will save time and frustration and will speed curriculum through the various "hoops" from inception to Board approval.

Please be aware that all curriculum documents must be submitted electronically. We have eliminated the paper process. Signatures and the dates are to be typed on the Signature Page. Penned signatures are no longer required.

NEW COURSE PROPOSAL CHECKLIST

Use this form to make sure you have completed all necessary documents before submitting your proposal.

DOCUMENT	CHECK OFF
Signature Page	
Course Data Sheet	
Course Outline	
Course Advisory (if applicable)	
Pre/Corequisites (if applicable)	
Basic Skills Advisory (if applicable)	
Application for Approval of Credit Course (Stand Alone Form) (if applicable)	
Distance Education Form (if applicable)	

NEW COURSE PROPOSAL -- INSTRUCTIONS

Signature Page – The *Courses – Signature Page* is used for:
1. New Course Proposal
2. Course Revision
3. Distance Education
4. Program Review

This form will be attached as Page 1. It is filed with the official course outline of record and ensures that the appropriate faculty and administrators have reviewed the proposal and it is in compliance with various regulations.

Important: All forms must be current. The Signature Page, as well as other forms, may be found at www.mpc.edu/apps/docs.asp?Q=157 or they may be requested from Pat Xavier in the Office of Academic Affairs. They may also be accessed from the CAC web page.

Step 1

Check the appropriate box (whether this is a New Course Proposal, etc.). You may check more than one box as needed. Note: Leave the box in the upper right hand corner blank.

Step 2

Dept.   Type in the department using the **4-letter code** (HIST; ENGL; CSIS; etc.). Use all capital letters.

Step 3

Course #   Type in the course number. The course must adhere to the MPC course numbering system (see below). Check with the Academic Curriculum, Scheduling and Catalog Technician (currently He Seon Ihn) in the Office of Academic Affairs for an exact number.

1-99	Transferable courses
100-299	Credit courses that apply to the AA/AS degree and are generally occupational in nature. They may transfer at the discretion of the receiving institution.
300-399	Credit courses that do not apply to the AA/AS degree (non-degree credit courses)
400-499	Non credit courses

Step 4

Title   Type in the title of the course (Examples: Composition; History of the United States I).

Step 5

In the box below, type in the date and your name next to Proposing Faculty Member.

Course Data Sheet

Line 1   This is a duplication of Steps 2, 3, and 4 on the Signature Page. Note that you are coalescing the Department Code and Course Number. The course title must remain consistent on all forms.
Units: There is a specific ratio for hours to units.
Use the table in the Appendix (page VIII-17) to determine the number of units for the course.

Line 2   Type in your name, division, and date of the proposal.

Line 3   Write your justification for proposing or revising the course.

Line 4   This section determines where your course fits in the MPC curriculum.
1. If the course is applicable to the associate degree as indicated by its number, mark the box for AA/AS Degree.
2. Indicate if it is part of a major, an elective or GE.
3. If you wish for the course to be considered for MPC GE, indicate the appropriate GE area. The GER committee will flag this course for consideration.
4. Indicate if the course is part of a certificate program and if it is required for the core or is an elective.
5. Reading Proficiency applies to ENGL 112 and ENSL 155.
6. Writing Proficiency applies to ENGL 111 and ENSL 110.
7. Math Proficiency applies to MATH 261.
8. Information Competency Proficiency currently applies to LIBR 50.
9. Basic Skills courses are 300-level courses in English, Math, and Study Skills.

Lines 5,6,7 The goal of these questions is to determine how the course fits with other courses in the program and if it is related to courses in **other** departments.

Line 8   Indicate the teaching methodology. **Note: If a course is both lecture and lab, check box (30) only.**

Line 9   Indicate additional library aids that will be required.

Line 10 Be sure to mark the "yes" box. (You may want to speak with a librarian to ensure the availability of supplemental materials.)

Line 11 Indicate the semester and term that you wish to begin teaching the course. Note that the course must be forwarded from the appropriate Dean to CAC by a set date for inclusion in the catalog for the following year. (See Appendix page VIII-24 for memo.)

Line 12 Class size is determined by contract or room size. If you have any questions, see your Dean.

Line 13 Indicate the <u>recommendation</u> for CSU and UC transferability. Note: The CSU will accept the courses we designate as transferable (numbers 1-99). The UC reviews all new or significantly altered course outlines to determine transferability. This process occurs once each year.

Line 14   If you indicate that you would like the course to be considered for CSU General Education, mark the appropriate GE area(s). (See Appendix page VIII-6 for CSU GE Standards.) The General Education Requirements Committee will flag the course for consideration. If GER determines that the course meets CSU GE guidelines for the particular area, it will be forwarded to the CSU for consideration. This process occurs once each year in November/December.

Line 15   If this course has a similar course in the CSU system, it may articulate. Indicate the parallel lower division course, its prerequisites and the campus. (CSU catalogs are available in the MPC Career/Transfer Resource Center in the Student Services Building. They are also available online.)

Line 16   If you indicate that you would like your course to be considered for IGETC certification, mark the appropriate GE area(s). (See Appendix page VIII-10 for IGETC Standards.) The GER Committee will flag the course for IGETC consideration. If the course is approved for submission for the IGETC area(s), it will be forwarded to the approval body. This process occurs once each year in November/December.

Line 17   For UC, all courses must be articulated as transferable. Please have the course to CAC before the end of the spring semester. Courses that are submitted for inclusion in the UC Transferable Course Approval List will be sent to UC for consideration in July. A course **must** be approved as transferable before it is reviewed for IGETC. (UC catalogs are available in the MPC Career/Transfer Resource Center in the Student Services Building. They are also available online.)

Line 18*

Line 19*

Line 20*

Line 21*

*Please see Appendix (Curriculum Documents) for detailed instructions.

Line 22   **(a)** If the new course is part of an approved program, check the first box. Include a *Programs – Signature Page* form and copies of the current and revised program.
(b) If the course is an occupational course that is part of a sequence of courses with an approved TOP code that does not exceed 12 units, check the second box.
(c) Attach an Application for Approval of Credit Course form (Stand-alone) if the course needs Chancellor's Office approval.

Line 23   Check one of the boxes.

Note: Information supplied by the Course Data Sheet is used for MIS reporting.

Course Outline

Line 1   Use the same 4-letter department abbreviation, number and title you used in **Line 1** of the Data Sheet.

Line 2   This is the description that will appear in the MPC Catalog. Write complete sentences in the present tense. Be sure to include the unit value, grading, the hours for lecture and/or lab, prerequisites/corequisites, advisories, and CSU transferability. (See sample in Completed Curriculum Documents – Models section page IV-6.) If this is a course revision and UC transferability and GE categories have been approved, include that information as well.

Line 3   The content of the schedule description should be the same as the catalog description, but it is not written in complete sentences. Include prerequisites/corequisites, advisories, grading, and CSU/UC transferability as applicable. (See sample in on page IV-6.)

Line 4   Indicate if the course earns credit toward the associate degree (#1-299), if credit does not apply toward the associate degree (#300-399), if it is non-credit (#400-499), or no credit (community). (See Curriculum Documents in Appendix for non-credit codes.)

Line 5   Some courses may be repeated for credit. For example, ART 33A (0.5 units) may be <u>repeated</u> three times for a total of two units. (See "Rules and Regulations" section, page VI-17, for further clarification.)

Line 6   Be sure the number of semester units is the same on all forms.

Line 7   Use the chart in the Appendix (page VIII-17) to calculate the weekly contact hours, the total lecture hours and the total lab and/or by arrangement hours. Hours are calculated on a 17-week semester. **Note: Credit courses require two hours of homework for each lecture hour.**

Line 8   See your Dean for Teaching Units and FTE.

Line 9   Indicate your choice for grading. Most credit courses permit Letter Grade-Credit/No Credit (the student decides). Basic skills courses are C/NC only. Be sure to indicate if the course is non-credit or no credit.

Line 10   Indicate if Credit by Exam is acceptable. (Credit by Exam is initiated in the Admissions and Records Office by the student after securing a willing instructor. The student does not enroll in the course but he or she pays the fee for the course and takes an exam provided by the instructor. The exam grade is the grade that appears on the transcript for the course.)

Line 11a   Basic skills advisories usually apply to basic Math and English skills that would contribute to student success in the course. If the course has a basic skills advisory, a "Basic Skills Advisory Form" must be attached. (See sample on page IV-22.)

Line 11b   Course advisories can be courses other than basic Math and English courses. If the course has a course advisory, a "Course Advisory Form" must be attached. (See sample on page IV-23.)

Line 12   A pre- or corequisite is a course that a student <u>must</u> have to be successful. If the course has a pre- or corequisite, a "Course Prerequisite/Corequisite: Content Review Form" must accompany the course proposal. (See sample on page IV-20.)

Line 13a   List the topics in outline form. Please note that the content, objectives, assignments and evaluation should be cohesive. (Integrated Course Outline)

Line 13b   Describe how the course addresses diversity issues.

Line 14   Write measurable objectives, beginning each with an active, demonstrable verb. Remember that degree applicable courses should include objectives that measure critical thinking skills. (See Appendix page VIII-15 for a list of verbs within the context of Bloom's taxonomy.)

Line 15   All degree-applicable lecture/theory courses must include out-of-class assignments of such rigor as to require two hours of study for each hour of lecture.

Line 16   Give the most recent edition of the text and include the title, date of publication, author and publisher.

Line 17   Degree-applicable courses must be graded, at least in part, by essays, or, if appropriate, by skills demonstrations or problem solving exercises. Be specific.

COURSE REVISION CHECKLIST

Use this form to make sure you have completed all necessary documents before submitting your proposal.

DOCUMENT	CHECK OFF
Signature Page	
Course Revision Form	
Course Data Sheet	
Course Outline	
Course Advisory (if applicable)	
Pre-/Corequisites (if applicable)	
Basic Skills Advisory (if applicable)	
Distance Education Form (if applicable)	

COURSE REVISION – INSTRUCTIONS

A Course Revision Form must be completed if a course is being altered, if it is being deleted, or if it is being rewritten on current forms for Program Review.

Signature Page – To complete this, follow the directions on page II-3. Be sure to check the Course Revision box.

Course Data Sheet and Course Outline – Revise both forms to be consistent with the changes you are proposing. (See pages II-4 through II-11.) It is not necessary to submit these forms if the course is being deleted.

Course Revision Form

Item A   **Departmental designation**
            Type in the Departmental Designation using the 4-letter code (i.e.,
            HIST, ENGL, CSIS).
            Course #
            Type in the number of the course.
            Title
            Type in the title of the course (i.e., Weaving I, Pre-Calculus).
            Be sure the title is consistent on all forms.
            Instructor proposing revision
            Type your name on this line.
            Date
            Enter the date of the proposed submission.
            Revision to be effective as of
            Enter the semester and year of the proposed offering (i.e., fall, 2007)

Item B   **Proposed Revision**
            Check the appropriate box(es). "Other" might include Program
            Review.

Item C   **Description of Proposed Revision(s)**
            Enter the current information in box #1.

Item C   Enter the proposed change(s) in box #2.

Item D   **Describe in detail the reasons for revision, giving rationale.**
                Write a justification for the proposed changes.

DISTANCE EDUCATION CHECKLIST

Use this form to make sure you have completed all necessary documents before submitting your proposal.

DOCUMENT	CHECK OFF
Signature Page	
Distance Education Form	
Course Revision Form	
Course Outline	
Course Data Sheet	

Signature Page
See page II-3 for instructions. Be sure to indicate that it is a Distance Education proposal.

Course Revision Form
Check "Distance Education" box.

Course Outline
Add *Also offered online* or *Also offered in the Living Room Series* to the Catalog description.

Note: Complete a Distance Education form if you are proposing a Living Room Series course or and online course.

Distance Education Form

Line 1   **Department**
Type in the Department using the 4-letter code (i.e., ENGL, HIST, CSIS).
Course #
Type in the number of the course.
Title
Type in the title of the course (i.e., Weaving I, Pre-Calculus).
Be sure that the title is consistent on all forms.

Line 2   **What semester/session do you plan to implement this course as a Distance Education course?**
Enter the semester and year that you propose to offer the course through distance education (i.e., fall 2007).

Line 3   **Do you plan to offer this course Online or as a Living Room Series course?**
Indicate your choice.

Course Content
1.   It is imperative that the course content and the objectives of the distance education course are the same as the on-campus section of the course (if one exists)–that both follow the course outline of record.

Instructional Methodology
2.-5.   The instructional methodology for an online course will be different from the on-campus section of the same course. Please be as specific as possible when answering Items 2 through 5. CAC will want to see that this has been thought through.

Instructional Methodology

3.-5. See previous page

Textbook

6. If you will be using a textbook that is different from the one used in the on-campus setting, please explain the differences and describe how the two are comparable. Please give the most recent edition of the text, including date of publication.

7. Describe the additional materials you intend to use.

Student Support

8-9 Indicate how you will inform students of the services MPC can provide. (One suggestion: Provide links to appropriate services.)

Evaluation/Assessment

10. This will most likely differ from on-campus methods. Please be as specific as possible.

Communication

11-13 Indicate methods of communication: (1) instructor with students, (2) student with student, and (3) provisions for students with disabilities.

SUPPLEMENTAL COURSE OUTLINE

A supplemental course does not go through the curriculum approval process. Complete the Supplemental Course Outline form, discuss the course with your department/division, secure the Division Chair's signature, and submit it to the appropriate Dean. The Dean will review and sign the form and forward it to the Office of Academic Affairs for final review and signatures.

Item 1   **Master Course**
Dept.: Type in the 4-letter department code (example: GENT).
Course #: Type in the master course number (example: 96).
Course Title: Type in the master course title (example: Special Topics).

Item 2   **Supplemental Course Data for**
Semester/Year: Type in semester and year you propose to teach the course.
Department: Type in the 4-letter department (example: GENT)
Course #: The specific number will be assigned by the Office of Academic Affairs (example: 96.52).
Course Title: Type in the specific course title (example: Seven Plays: Shakespearean and Others).

Item 3   **Grading**: Indicate the grading option. Choose Non-credit/Not graded if it is a non-credit course (400 level).

Item 4   **Units**: Indicate the number of units for the course.

Item 5   **Contact hours per week**: Use the chart in the Appendix (pageVIII-17) to calculate the number of lecture, lab or by arrangement lab/activity hours per week based on the unit value of the course. This is computed on a 17-week semester.

Item 6   **Total contact hours**: Use the chart in the Appendix (page VIII-17) for the total hours of the course based on the 17-week semester. Include start and end dates if the course is less than 17 weeks.

Item 7   **Method of instruction**: Check the appropriate box.

Lines 8-10   Complete these items as you would for a Course Outline of Record.

Lines 11-14 Complete these items as you would for a Course Outline of Record.
Important: **you <u>must</u> include homework/out of class assignments if this is a degree-applicable lecture class.**

PROGRAM CHECKLIST

Use this form to make sure you have completed all necessary documents before submitting your proposal.

Document	Check Off
Programs – Signature Page	
New program: List of courses in new program	
Program Change: Existing and proposed program	

A Program Development Model is discussed separately. For the steps involved in establishing a new occupational program, please see page III-1.

Programs – Signature Page

Item 1   Indicate whether this is a program change or a new program.

Item 2   Type in the **Department** using the 4-letter code (i.e., ENGL HIST, CSIS) and the **Program Title**.

Item 3   Obtain the appropriate electronic signatures.

Item 4   Indicate the desired date of implementation.

Program Change
Copy the current program from the MPC catalog or web site (or type it on a blank 8 ½ x 11 sheet of paper).
Indicate changes on a second copy (or type new program on blank 8 ½ x 11 sheet of paper).

New Program
Type the proposed program on a blank sheet of paper.

Course prerequisites are those courses that must be completed satisfactorily prior to enrollment in target courses. Title 5 regulations require that course prerequisites for new courses and any changes in course prerequisites for current courses be justified carefully. The faculty member writing the outline in conjunction with his/her department faculty must complete the Course Prerequisite: Content Review Form, and it must accompany the new course or course revision form for a course prerequisite established or changed after July 1990.

Monterey Peninsula College

Content Review:

- ## Course Prerequisite/Corequisite
- ## Basic Skill Advisories
- ## Course Advisory

A.   Course Prerequisite/Corequisite

1. Identify the prerequisite course(s) that is going to be reviewed and its target course.

2. If there is more than one prerequisite course that needs to be reviewed, list each one on a separate Review form.

3. Follow the directions on the **Course Prerequisite/Corequisite: Content Review form**.

    Remember that corequisites need to be reviewed as well as prerequisites. You should demonstrate that the learning in the corequisite course needed for a particular module in the target course will take place prior to the introduction of the module that relies on that learning. In many cases, a course listed as a corequisite perhaps should be a prerequisite instead.

B.   Basic Skill Advisories

1. Check the level of Basic Skills needed for successful completion of a target course.

    In the target course column, specify the kinds of basic skills competencies required for successful completion of the target course. Performance levels in reading, writing and/or math required in the target course need to be equal to or higher than the basic skill advisory level. The recommended basic skill level is the minimum level in reading, writing, and/or math needed in order to succeed in a target course. For example, if a student demonstrates a reading level of ninth grade on a standardized test, he/she may be able to succeed in a degree credit course which uses a textbook judged to have a readability level of thirteenth or higher grade level, if, in fact, the text is well organized and contains study aids for the student. Further, the instructors may well define many of the terms used in the text and explain examples of principles contained therein, reducing the burden on the student to gain information solely from a textbook. In this case, Eligibility for English 301 and 302 could be appropriate.

C.   Course Advisory

In some cases, rather than designating a pre/corequisite, it may be more appropriate to advise students to take a specific course prior to enrolling in the target course. In this case, you would designate a course advisory. For example, English 1B has been designated a course advisory for English 42 and is listed as such in the catalog. Follow the directions provided on the Course Advisory: Content Review Form when designating a course advisory for a target course.

Note that you may recommend that students have certain skills/knowledge through the schedule and catalog descriptions rather than designate a course advisory per se. For example, the catalog description of BUSC 119A includes the statement: "Keyboarding and mouse skills are recommended prior to enrollment." Since this advice actually addresses a skill/proficiency level, including this sentence in the catalog/schedule descriptions may be more appropriate than designating a formal course advisory. You must complete the Course Advisory: Content Review form when including a specific course in the catalog and schedule descriptions and when designating a formal course advisory.

If you only refer to a set of skills or skills levels/knowledge in the catalog and schedule descriptions, you do NOT need to complete a Course Advisory: Content Review form.

Note:	Follow the identical process when submitting a Course Revision form requesting additions/changes in course prerequisite/corequisite, basic skill advisories, and course advisory.

Course Prerequisite/Corequisite:
Content Review Form

(See Course Outline Instruction Sheet for further information.)

Target course departmental designation   *Number*   *Title*

Prepared by: *Date:*

Course Outline Date:

Course pre/corequisite to be reviewed (one form is required for each pre/corequisite course; pre/corequisites linked by "or" may be grouped together on one form if possible):

If appropriate, check one of the following and complete the justification when required as well as the page which follows:

☐   1.   The pre/corequisite is required by law or government regulations. (Work Experience would check this item.)

☐   2.   The health or safety of the students in this course requires the pre/corequisite.
Justification: Indicate how this is so.

☐   3.   The safety or equipment operation skills learned in the pre/corequisite course are required for the successful or safe completion of this course.
Justification: Indicate how this is so.

☐   4.   The prerequisite is required in order for the course to be accepted for transfer by UC or CSU systems.
Justification: Indicate how this is so by citing three UC and/or CSU equivalent courses that have this pre/corequisite.

Course (Dept. & #)	Title	Pre/Corequisite (Dept. & #)	UC or CSU Campus

☐   5.   There exists significant statistical evidence that the absence of the pre/corequisite course is related to unsatisfactory performance in the proposed course
Justification: Cite the statistical evidence.

☐   6.   This course is a course within a sequence of courses.

Target Course Number and Title

Prerequisite /Corequisite Course Number and Title

[ ]   7.   For all course pre/corequisites, even if you did check a number on the previous page, you will need to demonstrate that "the content of the proposed course as reflected in the course outline clearly builds upon and requires the content of the course pre/corequisite."

To demonstrate this requirement, list in Column 1 at least three major concepts, skills, or kinds of knowledge that a student will learn in the pre/corequisite course that are essential to the successful completion of the course. In Column 2, state the kinds of concepts, skills, kinds of knowledge that build on those learned in the pre/corequisite course. Use the course outlines to complete this process.

In the case of corequisites, it should be made clear how the material learned in the corequisite course is timed so that it is taught prior to the time the knowledge is needed in the target course.

Column 1: PREREQUISITE/COREQUISITE COURSE Concepts, Skills, Kinds of Knowledge Required Upon Completion	Column 2: TARGET COURSE Concepts, Skills, Kinds of Knowledge Which Require Prerequisite/Corequisite Course Skills/Knowledge

Approved by Division Chairperson   _Date_

Basic Skill Advisories:
Content Review Form

Basic Skill Levels **(Reading and Writing)**	**Target Course:**
	(Department and Course No.)

Completion of English 321 – Effective Writing Skills Students should know: 1. Basic sentence structure and the fundamental rules for mechanics; 2. Basic knowledge of essay requirements; 3. How to use freewriting to generate ideas and overcome writer's block; 4. How to write reader-response journals and effective summaries based on reading comprehension skills. **Completion of English 322 – Effective Reading Skills** Students should be able to: 1. Apply literal and inferential comprehension skills; 2. Determine word meanings of vocabulary used in material at this level; 3. Distinguish facts from opinions and recognize main ideas and supporting details. Independent reading level: local newspapers, consumer magazines.	**(Eligibility for English 301/302 or ENSL 380 should enable students to successfully attain the following skills, performance levels, and concepts integral to the target course:)**
Completion of English 301 – Academic Writing Students should be able to: 1. Write unified, coherent essays of at least 500 words demonstrating clear and logical structure. 2. Write coherent paragraphs using conventions of standard written English. 3. Write short impromptu papers in response to class readings. This is the writing level now expected for most of MPC's college-level, transferable courses. **Completion of English 302 – Academic Reading** Students should be able to: 1. Apply critical comprehension skills to reading material, correctly analyzing assumptions and requirements of supporting arguments. 2. Recognize the use of rhetorical modes in readings. 3. Determine word meanings and vocabulary used in material at this level. Independent reading level: *Time*, short stories, novels for recreational reading.	**(Eligibility for English 111/112 or ENSL 10/55 should enable students to successfully attain the following skills, performance levels, and concepts integral to the target course:)**
Completion of English 111 – Intro. to College Writing Students should be able to: 1. Write focused, organized and logically developed 500-word essays demonstrating proficiency in English usage. **Completion of English 112 – Critical Reading** 1. Read and analyze articles taken from publications such as *The New York Times* and *Harper's*, as well as books and essays by our best writers and thinkers.	**(Eligibility for English 1A should enable students to successfully attain the following skills, performance levels, and concepts integral to the target course:)**

Approved by Division Chairperson	*Date*

A basic skills advisory, as contrasted with a prerequisite/corequisite, is a recommended level in reading, writing, and/or math to be reached prior to enrollment in the target course. The counselors should strongly encourage students to reach the advisory level prior to enrollment in the target course.

Basic Skill Advisories:
Content Review Form

Basic Skill Levels **(MATH)**	**Target Course:**
	(Department and Course No.)

Completion of Math 360 1. Use the whole number system and perform arithmetic computations. 2. Perform division, multiplications, addition, and subtraction of fractions. 3. Solve application problems involving whole numbers, fractions, and decimals. 4. Solve problems involving ratio, proportion, and percent. 5. Understand basic geometric concepts involving perimeter, area and volume.	**(Eligibility for MATH 351 should enable students to successfully attain the following skills, performance levels, and concepts integral to the target course:)**
Completion of Math 351 1. Apply order of operations to simplify expressions involving integers, fractions, and decimals. 2. Apply basic properties of exponents. 3. Simplify algebraic expressions. 4. Solve simple linear equations. 5. Solve percent problems using equations. 6. Solve application problems.	**(Eligibility for MATH 261 should enable students to successfully attain the following skills, performance levels, and concepts integral to the target course:)**
Completion of Math 261 1. Carry out operations involving exponents, roots and radicals, polynomials, and rational expressions. 2. Solve linear equations and inequalities. 3. Solve systems of linear equations in 2 variables. 4. Solve quadratic equations. 5. Graph linear equations and inequalities; find the slope of a line; determine the equation of a line. 6. Solve application problems.	**(Eligibility for MATH 263 should enable students to successfully attain the following skills, performance levels, and concepts integral to the target course:)**
Completion of Math 263 1. Solve systems of linear equations involving two or three variables and systems of nonlinear equations. 2. Identify and graph functions, find the domain and range of functions; identify and graph the conic sections. 3. Use and graph exponential and logarithmic functions; solve exponential and logarithmic equations. 4. Solve application problems.	**(Eligibility for MATH 10, 13, 16, 17, or 18* should enable students to successfully attain the following skills, performance levels, and concepts integral to the target course:)**

(* Please circle appropriate course.)

Approved by Division Chairperson   *Date*

A basic skills advisory, as contrasted with a prerequisite/corequisite, is a recommended level in reading, writing, and/or math to be reached prior to enrollment in the target course. The counselors should strongly encourage students to reach the advisory level prior to enrollment in the target course.

Course Advisory: Content Review Form

_____

Target Course Number and Title

_____

Course Advisory: Course Number and Title

To justify designation of a course advisory, list in Column 1 at least three major concepts, skills, or kinds of knowledge that a student will learn in the advisory course that are essential to the successful completion of the course. In Column 2, state the kinds of concepts, skills, kinds of knowledge that build on those learned in the recommended course. Use the course outlines to complete this process.

Column 1: ADVISORY COURSE Concepts, Skills, Kinds of Knowledge Required Upon Completion	**Column 2: TARGET COURSE** Concepts, Skills, Kinds of Knowledge Which need Advisory Course Skills/Knowledge

_____   _____

Approved by Division Chairperson   *Date*

PROGRAM DEVELOPMENT MODEL

This Section of the *Curriculum Basics* outlines the steps involved in developing an occupational program. (General concepts discussed here may be used for non-occupational programs as well.) The California Education Code requires each college district to verify the need for each existing occupational program every two years. The needs statement, therefore, is the most appropriate place to begin.

Step 1: Establishing need for a new program

According to MPC's Mission Statement, one of its goals is to provide occupational and technical programs that prepare workers for a rapidly changing and global workplace. The first step in designing a program, then, is to gain an understanding of the workplace in our region. There are several ways of accessing this information:

(1) California Employment Development Department (EDD) – An abundance of information can be gained from EDD's website (www.edd.ca.gov/) and publications. Information regarding the fastest growing jobs in the area and jobs that have the greatest numbers of openings are particularly helpful when determining need. This information can be examined at a county, regional or statewide level, depending on the program being proposed. For example, if the program is the only one of its kind in the state, statewide data would be most appropriate to use.

(2) MPC's Office of Institutional Research and the office of the Dean of Instruction, Occupational Education – Both of these offices can provide information from a variety of sources as well as guidance concerning the proposed program's "fit" into the framework of other community college programs.

The product of this first step in program development should be a set of numbers that indicates high demand for a specific job or jobs in the region. Evidence that the number of open positions is increasing or that there is a lack of trained applicants for the positions strengthens the need for the program.

Step 2: Skills Assessment

Once the specific need for the program is established, the next step is to identify the skills a person would need for employment in the field. This can be accomplished in a variety of ways:

(1) Ask employers in the field for a list of skills needed for employment. DACUM is a formal process for acquiring information from employers. (Contact your dean for more information.)
(2) Attend a conference to network with employers in the field.
(3) Create an advisory committee of area employers that will serve as a resource.
(4) Research possible national skills standards.
(5) Rely on personal information.

The end product of this step is a list of actual skills needed by workers to be successful in the field. This does not need to be an exhaustive list; however, it should be detailed enough to be a foundation for generating curriculum.

Step 3: Program Format

The next step is to determine the type of program that will best address the identified need. The following questions should be addressed:

(1) Would a Certificate of Achievement or an Associate Degree be most appropriate?
(2) Is the length of time to obtain a degree an issue?
(3) How many hours are needed to obtain the needed skills?
(4) Will the program train workers for an entry-level position only or provide skills for advancement as well?
(5) Should work experience, on-the-job training or an internship be part of the program?
(6) Is there a need for a fast-track program (Certificate of Completion) that will partially fulfill the requirements of a certificate or a degree?

Although employers are a good resource for information during this stage of program development, they will not be aware of various community college program formats. The best source of this type of information is the Dean. A meeting should be arranged with the dean to discuss the information that

has been collected thus far. The dean can then review the information and provide suggestions regarding different format options.

The outcome of this phase should be a general plan for the type of program to be developed. It is important to be as specific as possible with this because the approval process needed for different types of programs varies. In order to go to the next step, a commitment should be made to a particular format. This will avoid wasting time at a later date.

Step 4: Course Development

In this step, the course outlines are developed that will teach the skills that have been identified. These may be created "from scratch"; however, it is advisable to research efforts at other community colleges that have similar programs. Developing contacts with faculty at other schools may save time and prevent "reinventing the wheel." There may also be courses in the current college inventory that could be revised to meet the needs of the proposed program. This will also save time when preparing course outlines.

Plan to meet with the Dean during this stage of development as well. The dean will be a resource for the more technical aspects of the course outline. The following items should be accurate and clear:

(1) Number of units
(2) Number of lab or lecture hours
(3) Number of hours of assigned homework
(4) Teaching units
(5) Need for arranged hours
(6) Possible special facilities
(7) Codes

The course outline forms and accompanying instructions require this and other technical information. The Dean can help expedite some of the more mundane number crunching necessary. This will save time and headaches later when the courses are put together into a sequence for the program itself.

Step 5: Program Packaging

With the courses in place and the type of program determined, it is now time to package the courses into a program. Two items need to be addressed at this point:

    (1) Program Description: A description of the program needs to be written that describes in general terms what is available to the student who completes the program.
    (2) Program Outcomes: Program outcomes must be developed based on the information collected on the skills needed and the course work that has been developed.

This is also the time to begin thinking about course scheduling:
    (1) Will day or evening classes be more appropriate?
    (2) Should full-semester, eight-week, or shorter courses be considered?
    (3) What sequence of courses best fit the program?
    (4) How do prerequisites or elective courses already in existence fit into the program?

In general, these questions help place the program into the larger matrix of the college's other programs.

One good source of this information is faculty from other programs in the division. Most new programs link in some way with other existing programs. Working with other faculty on this can avoid conflicts in the future. This will be very important in the start-up of the program because initial enrollments can be affected if students cannot easily schedule themselves into the courses.

If the steps up to this point have been done thoroughly, the product will be a complete program package that could almost be placed into the college catalog. This is important because the next step is the program approval process itself. If all of the previous steps have been followed, then it will be a simple task to put the information into a new format. If steps have been skipped or are incomplete, the next step can quickly become a nightmare of confusing requirements.

Step 6: Program Approval

Of all the steps in this process, Program Approval can be the most confusing. If the proposed program is a Certificate of Achievement or an Associate Degree, approval must be obtained from the Chancellor's Office. The current form requires answers to 32 different questions about the program. **Schedule a meeting with the Dean for help in completing this form.** For the most part, if information is complete, it is simply a matter of putting the right things in the correct boxes.

The steps for program approval are fairly straightforward:

(1) The program packet is approved by the division chair. This approval indicates that the division is aware of the new program and has reviewed any possible consequences it may have to the division.
(2) The program approval forms are then sent to the Dean for approval. If the Dean has been involved in the program development process, this is simply a formality.
(3) The forms are sent to the Office of Academic Affairs for approval by the Vice President. (Recommendations for revisions may be made.)
(4) All forms are forwarded to the Curriculum Advisory Committee for approval. (Recommendations for revisions may be made.)
(5) The Board of Trustees must approve the program.
(6) A new **occupational** program must then be sent to a meeting of the regional Deans of occupational education. They will make a recommendation to the Chancellor's Office about the program. In addition, they may have suggestions about the program to be taken back to the college for consideration.
(7) After the regional Deans recommend the program, the college can then submit the program to the state for approval.

Step 7: State Approval of Programs

The last step of the program approval process is submission to the Chancellor's Office. Once the Chancellor's Office has the necessary paperwork, it will respond within 60 days. If the staff has any questions, they will notify the college with a request for additional information. This automatically extends the 60-day time frame. Often, they may ask questions about specific courses, the program justification or other issues. Once they receive the required input, they will either approve or disapprove the program. If they approve the program, it is then

forwarded to the California Post-Secondary Education Commission (CPEC). CPEC has up to 60 days to review the submission. If CPEC does not comment on the program, it is automatically approved at the end of that time period. If it has questions, the college will be notified.

Important: Until final approval is received for a program, it cannot be advertised or promoted in any way. Many colleges put new programs in their catalogs with an asterisk (*) indicating that the program is pending approval by the Chancellor's Office. Some colleges that have tried to advertise their programs prior to receiving approval have received letters from the Chancellor's Office warning them of the illegality of this. Technically, the Chancellor's Office could disallow any FTES that might be collected in courses from an unapproved program. This becomes serious when a college gets ahead of itself and tries to award certificates. In such a case, the student can be penalized by not receiving a certificate for work he or she has completed. The bottom line is that everything in this process must be completed before the program can be considered a part of the college's program inventory.

For a complete description of the state program approval process, forms and timelines, please see the *Program and Course Approval Handbook* published by the Chancellor's Office. It is available on the Community College Chancellor's Office web site at http://www.ccccо.edu/divisions/esed/aa_ir/credit/credit_attachments/hndbk032003.pdf. Hard copies are also available in the Dean's office or in the Office of Academic Affairs.

THE COURSE OUTLINE OF RECORD

This section of Curriculum Basics addresses the role of the course outline and summarize the basic requirements as set forth in Title 5, the Curriculum Standards Handbook, CSU/GE and IGETC requirements, and WASC accreditation standards.

The text in this section is taken from "Components of a Model Course Outline of Record," Academic Senate for the California Community Colleges, 11/95 http://www.academicsenate.cc.ca.us/Publications/Papers/Model_outline.htm

"The course outline of record plays a central role in the curriculum of the California Community Colleges. Standards for the course outline appear in Title 5, in the Curriculum Standards Handbook, in accreditation standards, in intersegmental general education agreements with the California State University and the University of California (IGETC and CSU-GE), and serve as the basis for transfer articulation agreements with individual CSU and UC campuses."

"The course outline has evolved considerably from the list of topics covered which an instructor would share with students in the class. It is now **a document with defined legal standing** which is read by many more eyes than just those of instructor and student."

The Role of the Course Outline of Record

There are several functions that the Course Outline of Record (COR) performs on the community college campus.

(1) **Course Planning** – "When a course is revised or updated, it is the course outline that records the changes. As such, it forms the basis for a **contract among the student, instructor, and institution** identifying the expectations which will serve as the basis of the student's grade and giving the fundamental required components of the course which the student is guaranteed to receive from the instructor and institution. More than just specifying the required components of the course, the course outline of record states the content and level of rigor for which students – **across all sections of the course** – will be held accountable. Courses are designed to provide a coherent body of knowledge to prepare students in a particular subject. The **prerequisites** students need to advance successfully through a

series of such courses are based on information in the outline of record. Maintaining academic standards means providing consistent, quality instruction in the classroom. As our courses are taught by various instructors, both full- and part-time, it is by reviewing the course outline that they may clearly identify the standards and content of the course they are to teach."

(2) **Program Review and Development** – "The course outline plays a critical role in the on-going process of program review by which a college seeks to keep its curriculum relevant and to allocate its resources sufficiently to maintain its programs. When new programs are designed, it is through the selection of courses and construction of new course outlines that the program design is evaluated for its ability to meet the newly-identified needs of students."

(3) **Evidence of Rigor** – "Another role of the course outline is to demonstrate that all of the **required components** are present in the course to the required degree of rigor as specified in Title 5 and the Curriculum Standards Handbook. It is the responsibility of the college curriculum committee to review course outlines submitted by discipline faculty to assure that they meet these standards. Such **course approval** is the central task of the curriculum committee. …When questions arise as to the appropriateness of a college's course or program offerings, the Chancellor's Office or CPEC may request copies of the pertinent course outlines for review. If these reviews and approvals are not satisfactory, the colleges may not offer the programs and/or courses."

(4) **Prerequisite Documentation** – "Title 5 regulations in the area of matriculation allow the establishment and enforcement of **prerequisites**, but only when students would be highly unlikely to succeed without them. In some cases those prerequisite skills must be documented in the course outline of record. The process that the college uses is included in its annual Matriculation Plan and is part of the documentation provided for site visits by the Chancellor's Office."

(5) **Articulation with Colleges and Universities** – "Outlines of record are also submitted annually for approval as meeting California State University General Education (**CSU/GE**) breadth requirements and for inclusion in the Intersegmental General Education Transfer Curriculum (**IGETC**). Each college also establishes Transfer Articulation Agreements with surrounding four-year colleges and universities." (Course outlines must also be submitted to the UC to be included on the UC's Transfer Course Approval list.) "Again, the course outline serves as the basis for evaluation of the transferability of these courses and to substantiate their equivalence to those courses offered at the four-year schools."

(6) **Accreditation** – "Each college maintains its accreditation through reviews conducted by the Western Association of Schools and Colleges (**WASC**). In the self-study done in preparation for such reviews – and during the site visits which accompany them – course outlines of record serve as documentation of the college's high academic standards and quality certificate and degree programs. In the current move toward increased accountability, many other outside agencies have begun to look at the course outline of record – its quality and rigor – as a means of evaluating institutional effectiveness."

Note: The Course Outline of Record is NOT the same as the syllabus – "While a course outline is a contract between the college and the student containing the requirements and components of the course, a syllabus describes how the individual instructor will carry out the terms of that contract through specific assignments. Syllabi give specific dates, grading standards, and other rules of the conduct of a course required by the individual instructor. A course outline gives the basic components of the course required to be taught by all instructors. A syllabus allows the individual instructor to include methods and topics which may go beyond the course outline. It gives the instructor the opportunity to bring out his or her particular talents and strengths."

Basic Requirements for the Integrated Course Outline of Record for Degree Credit Courses

What follows is a guideline for writing areas of the COR for degree credit courses. It is intended to address the needs specified by the various external bodies that will review the courses (as listed above). It is important to integrate all components throughout the outline:

Objectives meet the stated needs of the course.
Course Content covers all the objectives.
Methods of Instruction are identified with particular course objectives.
Assignments and Evaluation clearly show how students attain all objectives.
Texts are of college level and cover the theory and principles of the subject. Pay particular attention to critical thinking.

CATALOG DESCRIPTION	- Write a short paragraph as a well-developed overview of topics covered. - Include evidence of need, i.e., CSU transfer or other need. - List prerequisites, corequisites and/or advisories. - Include lecture/lab/studio hours and units and grading options.

OBJECTIVES	- State in measurable terms what students will be able to do; use action verbs. - Establish that critical thinking is an integral part of the course. (Rather than "list" or "describe," use "analyze" or "compare and contrast.") - Be concise but complete.

PREREQUISITES OR ADVISORIES	➢ For pre- and co-requisites list entry skills without which student success is highly unlikely. (separate form) ➢ For advisories list entry skills which would broaden or enhance student learning but without which the student would still succeed.

COURSE CONTENT	➢ Compile a complete list of all topics taught in the course. ➢ Arrange the list by topic with sub-headings.

METHODS OF INSTRUCTION	➢ State methods that are specifically related to the course objectives. ➢ Methods should provide guidance to instructors in designing their class sessions.

ASSIGNMENTS	➢ Give assignments that reflect coverage of all objectives and content. ➢ Descriptions of the types or examples of assignments are required. (Be specific enough to provide real guidance to faculty.) ➢ The nature of the assignments must clearly demand critical thinking. ➢ Appropriate out-of-class work is required for credit courses.

METHODS OF EVALUATION	➢ Relate to the stated objectives of the course. ➢ Clearly show that critical thinking skills are required. ➢ Note: Grading is based, at least in part, by means of essays, or, when appropriate, by skills demonstrations or problem-solving exercises.

TEXTBOOKS/INSTRUCTIONAL MATERIALS	➢ List specific title, author, publisher. ➢ Specify date of publication.

THE TWO R'S: RULES AND REGULATIONS
A PRIMER

This section of *Curriculum Basics* is based on the "Program and Course Approval Handbook" published by the Chancellor's Office, California Community Colleges. The handbook was updated in March 2003, and replaces all earlier versions. The Introduction states, "This handbook is intended to assist California community college administrators, staff, and faculty who are responsible for designing new programs or courses, and submitting those programs or courses for approval." The following pages are a slightly adapted, Reader's Digest condensed version of the manual.

Two websites are available for viewing complete texts of regulations and laws referred to in the handbook. Please see www.calregs.com for the California Code of Regulations and www.leginfo.ca.gov for California statutes, including the Education Code sections sited in the "Program and Course Approval Handbook."

To review the handbook in its entirety, please go to the Chancellor's Office web site at http://www.cccco.edu/divisions/esed/aa_ir/credit/credit_attachments/hndbk032003.pdf.

CREDIT PROGRAM APPROVAL

What Programs Need to Be Approved?

Title 5 defines a "program" as follows:

> 55000. Definitions.
>
> For the purpose of this chapter, the following definitions shall apply:
> > …(b) "Educational 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 Chancellor's Office in practice, however, only approves *certificates* and *degrees* that are recommended by the community colleges. All other patterns need not have Chancellor's Office approval.

There are several types of programs that must be submitted to the Chancellor's Office:

<u>Degrees and Majors</u>

Chancellor's Office approval is required for all associate degrees and associate degree majors that may appear by name on a student transcript. Examples are: (1) Associate in Science in Ornamental Horticulture (Occupational Program), and (2) Associate in Arts in University Studies – English Emphasis (Transfer Program).

There is no difference in law between the Associate in Science and the Associate in Arts degrees, and no State guidelines for assigning majors to each type of degree.

Each associate degree major must be at least 18 semester units of coursework. The coursework may be in a single discipline or it may include related disciplines.

There are also requirements in law for general education and for demonstration of competency in reading, written expression, and mathematics for the associate degree. Please refer to 55805 (Philosophy and Criteria for Associate Degree and General Education) and 55806 (Minimum Requirements for the Associate Degree) for complete texts.

<u>Certificates</u>

Chancellor's Office approval is required for all certificates that may appear by name on the student transcript, and which require 18 or more semester units of coursework. Chancellor's Office approval is not required for certificates that require fewer than 18 semester units.

<u>Substantial Modifications</u>

If a program that has previously been approved by the Chancellor's Office is "modified in any substantial way," it must be submitted for reapproval. Substantial modifications include:

- The goals and objectives of the program are substantially changed;
- The job categories for which program completers qualify are substantially different from the job categories program completers previously qualified for; or
- The baccalaureate major to which students typically transfer is different from the baccalaureate major students previously typically transferred to.

Changes that are made to keep a program current with changing job requirements, evolving application of technology within the same occupation, or evolving knowledge within a particular field are not necessarily substantial modifications for this purpose.

Non-substantial changes to existing programs that colleges wish to have reflected on the Inventory of Approved and Projected Programs (e.g., name changes, unit changes, T.O.P. code changes) may be reported to the Chancellor's Office on a designated form: "Non-Substantial Changes to Approved Program or Change of Active—Inactive Status."

<u>Options</u>

New options, emphases, specializations, strands, tracks and so forth also require Chancellor's Office review before they are offered, if they are intended to appear by name on student transcripts, diplomas, or awards.

Often, in the past, is has been difficult to draw a line to determine which options are actually new programs for approval purposes and which are not. To avoid such debates in the future, the Chancellor's Office has adopted a form to be used for all options, concentrations, etc. that a college believes do not represent truly new or substantially modified programs. The form is called "Request to Add New Option Or Certificate Within Existing Program To Inventory." This form requires a minimal amount of information.

Types of Programs

Occupational Programs

An occupational program is defined as one whose primary goal is to prepare students for employment immediately upon completing the program, and/or upgrading employment skills. The "Application for Approval – New Occupational Program" form should be used for these programs. This is a detailed application that requires (1) justification regarding program need and (2) a recommendation for approval from the Regional Occupational Consortium. *The Chancellor's Office will rely heavily upon the advice of the Regional Occupational Consortium in regard to the approval criterion of need.*

Justification for the need for new occupational programs is specifically required through a job market study. Please see Education Code 78015 (Job market study; area; scope).

Transfer Programs

A transfer program is a degree, or degree major, that primarily prepares students to major in a particular university subject matter, or that primarily provides baccalaureate-level general education. The form "Application for Approval – New Transfer Program" should be used for these programs. Although transfer documentation is required, employer survey information and a recommendation from the Regional Occupational Consortium are not required for these programs.

Conjoint Programs

The Chancellor's Office defines a conjoint program as one offered collaboratively by two or more colleges, whether in the same or different districts (but usually within the same geographical region). Each college participating in a conjoint program is authorized to award the certificate or degree. A single approval application is submitted, as well as an individual cover application form with all

required signatures at each participating college and a list of the coursework used at that college to satisfy the conjoint curriculum pattern.

Apprenticeships

Chancellor's Office approval must be obtained for all apprenticeship credit programs and noncredit courses offered at the community college (specifically required by the Budget Act).

Special Circumstances

Inactive Programs

A program approval is effective until the program is "discontinued" (see Title 5, Section 55130). A program that is not currently offered may be retained for a maximum of three years on the Inventory of Approved and Projected Programs with an "Inactive" designation, if the college has a specific intention to offer the program again. The form "Non-Substantial Changes to Approved Program or Change of Active-Inactive Status" may be used to restore such a program to active status. Programs that have not been offered for more than three years will be removed from the inventory.

Approval Criteria

Appropriateness to Mission

The proposed program's goals and objectives, or the objectives stated in the course Outline of Record, is consistent with the mission of the community colleges (see Education Code 66010.4. Missions and function of public and independent institutions of higher education). It is also consistent with the college's mission statement and master plan.

The Chancellor's Office evaluates courses and programs based on the following criteria:

- Appropriate level for community colleges
- Valid transfer, occupational, or basic skills purpose (not avocational or recreational)
- Distinct instructional content and specific instructional objectives

Need

There is a demonstrable need for a course or program in the region the college proposes to serve with its program. The proposed new program would not cause harmful competition with any existing program at another college.

Quality

Outlines of Record for each course meet all the requirements of Title 5, especially Sections 55002 and 55805.5.

The program is designed so that successfully completing the program requirements will enable students to fulfill the program goals and objectives.

Feasibility

The college has the resources to maintain the program realistically at the level of quality described in the new program application. (includes funding, faculty, facilities, equipment).

The college commits to offering all the required courses for the program at least once every two years, unless the goals and rationale for the particular program justify a longer time frame as being in the best interest of students.

Compliance

The design of the program or the course is not in conflict with any law. (state and federal; statutes and regulations). Some possible compliance issues include:

- Open course regulations
- Course repetition regulations
- Regulations requiring immediate supervision by a qualified instructor
- Statutes and regulations on student fees
- Prerequisite and enrollment limitation regulations
- Particular provisions of the practice act for a health occupation
- Constitutional prohibitions against political and religious activities in public instruction

Chancellor's Office Procedures

The Chancellor's Office carries out its initial review of applications for approval of new programs within no more than 60 days.

Role of CPEC

The California Postsecondary Education Commission (CPEC) is responsible for reviewing and providing a recommendation regarding approval for most new programs in any segment of public higher education (Education Code 66904).

CPEC's response to program approval requests is termed "concurrence" or "nonconcurrence."

As of December 2002, the Chancellor's Office and CPEC entered into an agreement under which many approval applications will no longer need to be forwarded to CPEC. Under this agreement, CPEC will only review programs that fall into the following categories:

- Programs that are the first of their type in the California Community Colleges
- Programs that involve intersegmental collaboration in the way they are offered
- Programs that require new facilities, major renovation to existing facilities, or an expenditure of over $100,000 in district and State funds for equipment
- Programs that require joint use facilities
- Programs that involve more than one community college district or are considered as having substantial impact on other community college districts
- Other programs of an exceptional nature as agreed upon by CPEC and Chancellor's Office staff. (This may include on-line programs.)

What does Program Approval Authorize?

Colleges that receive Chancellor's Office approval of a new program are authorized to:

- Collect State apportionment for the required course and restricted electives that are part of the program

- Award a degree or certificate with the designated title

There is a direct legal requirement for approval before the program is offered; consequently colleges should not publish the fact that a program exists before it is approved.

Approval of a program is acknowledged by the Chancellor's Office in two ways:

- A letter of approval from the Chancellor's Office to the chief instructional officer of the college
- Its listing on the Chancellor's Office Inventory of Approved and Projected Programs (http://misweb.cccco.edu/esed/webproginv/prod/invmenu.htm)

CREDIT COURSE APPROVAL

Local Approval and Chancellor's Office Approval

Education Code Section 70901(b)(10) requires that the Board of Governors "Review and approve all educational programs offered by community college districts, and all courses that are not offered as part of an educational program approved by the board of governors. This responsibility is delegated to the Chancellor in Title 5, Section 55100.

Courses Part of an Approved Program

Pursuant to Title 5 Section 55100, the governing board of a community college district may establish policies for, and may approve, courses that are part of an approved program, without separate approval by the Chancellor's Office. However, local approval of courses must include review by the curriculum committee established according to Title 5 Section 55002.

Blanket Approval of Certain Stand-alone Courses

When a course is *not* part of an approved program as defined above, it is referred to as a "stand-alone course." By law, stand-alone courses are subject to Chancellor's Office approval. There are, however, some exceptions.

Chancellor's Office approval of new stand-alone courses is waived in the following categories only:

- Courses that are accepted for major requirements or general education requirements at any California State University or University of California campus. Courses that are only transferable for elective credit are not included in this blanket approval.
- Courses in vocational T.O.P. codes, when the college has fewer than 12 semester units of stand-alone coursework in the same T.O.P. code.
- Cooperative work experience courses (both occupational work experience and general work experience).
- Experimental courses, special topics courses and special study courses. An *experimental course* should generally be submitted for approval as a regular course, or discontinued, within one year. A *special topics course* is one which employs a consistent disciplinary framework, but for which the specific focus may change from term to

term. A *special study course* is one that involves an individual student or small group of students in study, research, or activities beyond the scope of regularly offered courses, pursuant to an agreement among the college, faculty member, and student(s).

- Mandated public safety training courses, offered specifically to satisfy certification requirements of the California Commission on Peace Officers Standards and Training, or the California Fire Service Training and Education System.

It is the local curriculum committee's responsibility to review each new course to determine whether or not it meets the standards of Title 5 regulations and if it falls into one of the blanket approval categories. If it does not, or if it is part of a program that has been disapproved by the Chancellor's Office, it must be submitted individually to the Chancellor's Office for approval before being offered.

Stand-alone Courses That Require Chancellor's Office Approval

New courses not part of an approved program, other than those that fall into one of the categories given blanket approval above, must be submitted to the Chancellor's Office for approval before being offered. This includes all non-degree-applicable courses.

Stand-alone courses will be reviewed using the same five criteria that are used for program approval:

- Mission
- Need
- Quality
- Feasibility
- Compliance

Standards for All Courses

It is the responsibility of the governing board of each community college district, under the Education Code (70902) to approve courses offered in that district.

Title 5 of the California Code of Regulations (55002) further provides that every course must be recommended for approval by a curriculum committee before it goes to the governing board for approval.

The curriculum committee and the governing board, and the district's and college's academic administrators (as delegated by the governing board) are thus together responsible for ensuring that regulatory standards are met for the applicable category of community college credit, and also that courses meet other standards, such as standards for university transfer, general education certification, and articulation for particular majors.

Associate Degree-Applicable Courses

An associate degree course is a course that has been designated as appropriate to the associate degree in accordance with the requirements of Section 55805.5 and which has been recommended by the college and/or district curriculum committee and approved by the district governing board as a collegiate course meeting the needs of the students eligible for admission. (55002)

For any course that will apply toward the associate degree, Title 5 regulations require that the curriculum committee determine that the coursework is truly at a college level, and that the course incorporates critical thinking.

Title 5 Section 55002 addresses **standards of approval** for associate degree credit courses:

- **Grading Policy** – The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55658 of this Division. The grade is based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.

- **Units** – The course grants units of credit based upon a relationship specified by the governing board, between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course also requires a minimum of three hours of work per week, including class time for each unit of credit, prorated for short-term, laboratory and activity courses.

- **Intensity** – The course treats subject matter with a scope and intensity that require students to study independently outside of class time.

- **Prerequisites and Corequisites** – When the college and/or district curriculum committee determines, based on a review of the Course Outline of Record, that a student needs knowledge or skills not taught in the course in order to be successful, then the course shall require prerequisites or corequisites that are established, reviewed and applied in accordance with the requirements of Article 2.5 of this Subchapter.

- **Basic Skills Requirements** – If success in the course is dependent upon communication or computational skills, then the course shall require, consistent with the provisions of Article 2.5 of this Subchapter, as prerequisites or corequisites eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively.

- **Difficulty** – The course work calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level.

- **Level** – The course requires learning skills and a vocabulary that the curriculum committee deems appropriate for a college course.

Title 5 Section 55002 states **additional requirements** for an associate degree credit course:

- **Course Outline of Record** – The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, scope, objectives, and content in terms of a specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing

assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students.

- **Conduct of Course** – Each section of the course is to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the course outline of record.

- **Repetition** – Repeated enrollment is allowed only in accordance with provisions of Chapter 2 (commencing with Section 51000), sections 55761-55763 and 58161 of this Division.

Title 5 also offers a description of the types of courses that may be considered associate degree-applicable. Courses that fall outside the categories listed in the regulation may not be offered for associate degree credit.

55805.5 **Types of Courses Appropriate to the Associate Degree**

- All lower division courses accepted toward the baccalaureate degree by the California State University or University of California or designed to be offered for transfer

- Courses that apply to the major in non-baccalaureate occupational fields

- English courses not more than one level below the first transfer- level composition course, typically known as English 1A. *Each student may count only one such course as credit toward the associate degree.*

- All mathematics courses above and including Elementary Algebra

- Credit courses in English and mathematics taught in or on behalf of other departments and which, as determined by the local governing board, require entrance skills at a level equivalent to those necessary for the courses specified in sections (c) and (d) above

Nondegree-Applicable Credit Courses

Title 5 prescribes that these courses must provide instruction in critical thinking, must prepare students to study independently outside of class, and must include

reading and writing assignments. However, the course materials and level of difficulty do not have to be at the college level.

The **types of courses** that are appropriate for Nondegree credit courses are listed in 55002:

- Precollegiate basic skills courses

- Courses designed to enable students to succeed in college-level work that integrate basic skills instruction throughout and assign grades partly upon the demonstrated mastery of those skills

- Precollegiate occupational preparation courses designed to provide foundation skills for students preparing for entry into college-level occupational courses or programs

- Essential occupational instruction for which meeting the standards of section 55002(a) is neither necessary nor required

Section 55002 also outlines the **standards for approval** of nondegree-applicable courses:

- **Grading policy** – The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55758 of this Division. The grade is based on demonstrated proficiency in the subject matter and the ability to demonstrate that proficiency, at least in part, by means of written expression that may include essays, or in courses where the curriculum committee deems them to be appropriate, by problem-solving exercises or skills demonstrated by students.

- **Units** – The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course requires a minimum of three hours of student work per week, per unit, including class time and/or demonstrated competency, for each unit of credit, prorated for short-term laboratory, and activity courses

- **Intensity** – The course provides instruction in critical thinking and generally treats subject matter with a scope and intensity that prepare students to study independently outside of class time and includes reading and writing assignments and homework. In particular, the assignments will be sufficiently rigorous that students completing each such course successfully will have acquired the skills necessary to successfully complete college-level work upon completion of the required sequence of such courses.

- **Prerequisites and Corequisites** – When the college and/or district curriculum committee deems appropriate, the course may require prerequisites or corequisites for the course that are established, reviewed, and applied in accordance with Article 2.5 (commencing with section 55200) of this Subchapter.

Additional requirements include:

- **Conduct of Course** – All sections of the course are to be taught by a qualified instructor in accordance with a set of objectives and with other specification defined in the course outline of record.

- **Repetition** – Repeated enrollment is allowed only in accordance with provisions of Division 2 (commencing with Section 5100) Sections 55761-55763 and 58161 of this Division.

<u>Relationship of Hours to Units</u>

According to Title 5 (55002.5), "One credit hour of community college work is approximately three hours of recitation, study, or laboratory work per week throughout a term of 16 weeks." This applies to both degree-applicable credit and nondegree-credit courses.

One hour of classroom or laboratory time is defined as 50 minutes (Title 5, Section 58023). Out-of-class study time, however, is 60 minutes.

In traditional academic disciplines, it is expected that one-third of these hours will occur in the classroom (lecture) and two-thirds will occur outside the classroom (homework).

Examples (lecture classes):

One-unit class (Note: see Appendix for 17-week semester calculations):

      16 hours of classroom time
      <u>32 hours of homework</u>
      48 hours total student learning time

Three-unit class:

      48 hours of classroom time
      <u>96 hours of homework</u>
   144 hours total student learning time

One-unit accelerated course – meets for two hours of lecture per day over ten days:

      20 hours of classroom time
      <u>28 hours of homework (must be assigned)</u>
      48 hours total student learning time

One-half unit intensive weekend seminar:

      16 hours of classroom time (two 8-hour days)
      <u>8 hours of homework (must be assigned)</u>
      24 hours total student learning time

Because of individual differences, these ratios will not hold true for every student. Faculty, however, are required to assign the requisite number of homework hours for the "average" student.

Laboratory courses are a bit different. Generally, it has not been expected that the student will study outside the classroom; therefore, the number of units is based entirely on the number of laboratory hours required. These laboratory hours must be under the immediate supervision and control of a qualified academic employee.

Example (lab class):

One-unit chemistry lab:

      48 lab hours (three hours per week over 16 weeks)
      <u> 0 hours homework</u>
      48 hours total student learning time

In some laboratory courses (such as computer applications courses), it is expected that students will do some homework; consequently fewer lab hours are assigned. Instructors, however, must assign the required number of hours for out-of-class study. This practice is NOT recommended for transferable laboratory courses. *In the natural sciences, it is standard university practice to base the number of units awarded only on the in-class hours. Any alteration of this relationship for such a course could jeopardize its acceptability for major or general education courses at the four-year*
level.

Course Repetition

Title 5 "Standards of Scholarship" regulations provide that any course may be repeated if the student received a "D," "F," or "NC" grade the first time (Sections 55761-55762). In addition, a district may allow a student to repeat a course even if he or she achieved a satisfactory grade (such as a "C") the first time, if certain justifying circumstances exist (Section 55763). State apportionment may only be claimed for one repetition in either of these circumstances. (See Title 5, Section 58161 for a precise definition of these circumstances.)

Title 5, Section 58161 explains that a district may allow a student to repeat a course in which s/he has received a satisfactory grade if (1) there were extenuating circumstances (accidents, illnesses) or (2) there has been a significant lapse of time since the student previously took the course. (This applies to recency issues for a prerequisite for entrance into a program.)

However, Section 55763 provides that when a course is repeated, and the student did not receive a substandard grade, the grade received for the repetition shall not be counted in calculating the student's grade point average.

There are several underlined exceptions to this rule (Title 5, Section 58161). Districts may designate certain types of courses as repeatable for apportionment up to three times under the semester system, regardless of the grade previously received or the student's individual circumstances. Such courses must be specifically designated in the college catalog, and a system must be adopted to track the students' repetitions. Exceptions include:

(1) Course content differs each time it is offered.
(2) Student gains an expanded educational experience for one of the following reasons:

(a) skills or proficiencies are enhanced by supervised repetition and practice within class periods or

(b) active participatory experience in individual study or group assignments is the basic means by which learning objectives are obtained.

Physical Education activity courses and performing and studio arts courses may be designated as repeatable under this regulation. Occupational courses may also be designated as repeatable if the course content is determined to differ each time the course is offered. *It is not the intent of the regulation that basic skills or ESL courses generally be eligible to be so designated.*

The limitation of four semesters applies to the total number of repetitions for any given activity, even if the college offers several levels of courses in that activity. An exception to this is contained in Title 5 Section 58161(d) and applies to courses in the arts if the course is part of a sequenced transfer curriculum.

There is a special exception to the limitations on course repetition for apportionment provided for Disabled Students Programs special classes. Title 5, Section 56029 provides that the limitations do not apply:

(1) When continuing success of the student in other general and/or special classes is dependent on additional repetitions of a specific class;

(2) When additional repetitions of a specific special class are essential to completing a student's preparation for enrollment into other regular or special classes;

(3) When the student has a student educational contract which involves a goal other than completion of the special class in question and repetition of the course will further achievement of that goal.

Please see appendix for a letter from the Chancellor's Office dated January 21, 2004 regarding withdrawal and course repetition.

Open Courses

The open course concept means that no course is approvable if it is restricted to a particular group. Certain narrow exceptions include fire service personnel (Title 5, Section 58051[d] and law enforcement trainees (Penal Code Section 832.3[c], courses conducted in a jail or federal prison (Title 5, Section 58051.6), students who are part of a cohort concurrently enrolled in another specified course (Title 5, Section 58106), and apprentices in "related and supplemental instruction" courses ((Labor Code Section 3076.3).

Transferable Courses

Community college courses may be transferable to a four-year college for different purposes: elective credit, general education, and/or major credit.

Under "Executive Order #167," the California State University has delegated responsibility, since 1973, to the community colleges to determine which courses shall be considered baccalaureate-level for elective transfer credit. By contrast, the University of California Office of the President reviews the determination of transferability course-by-course for that system; transferability for elective credit requires that the community college course be essentially equivalent to a course already offered for baccalaureate credit on at least one of the UC's campuses.

A document prepared by the Academic Senate for the California State University dated November 7, 1986 ("Considerations Involved in Determining What Constitutes a Baccalaureate Level Course") provides some further guidance for transferability:

Course Expectations

(1) The course is presented in a manner that requires of students:
(a) a level of intellect, skill, prior knowledge, and maturity consistent with entry-level collegiate expectations and the stated prerequisite(s), if any for that course;
(b) learning skills and a vocabulary necessary to master the subject matter of a baccalaureate level course; and
(c) the capacity to think crucially and to understand and apply concepts.

(2) The course:
(a) treats subject matter with an intensity and pace that establishes an expectation for significantly greater learner independence than that required at the secondary level; and
(b) requires the student to continue development of communication skills appropriate for higher education.

(3) Coursework that:
(a) enhances understanding of analytical, intellectual, scientific, or cultural concepts and traditions generally shall be considered baccalaureate level.

(b) enhances understanding of occupational and professional fields usually requiring experience in higher education a prerequisite to employment in such field may be considered baccalaureate level if it includes attention to appropriate theories and concepts.

(c) provides instruction in occupational fields not usually requiring experience in higher education as prerequisite to such field may be considered baccalaureate level if the primary emphasis is upon understanding the theories and concepts that underlie practice rather than only upon the development of technical skills required for immediate employment.

Elective Credit

Challenges may be raised at the CSU campuses to particular courses that are certified by a community college as transferable, but such challenges are not frequent. Transferability for elective credit, however, does not create any presumption of acceptance for general education or major purposes.

Major Credit

Decisions on transferability for equivalence to particular coursework required as part of a university major are made by departmental faculty and committees at each university campus. Major-specific articulation information for most campuses can be found in the database of the "articulation System Stimulating Interinstitutional Student Transfer" (ASSIST) at www.assist.org. In addition, the "California Articulation Number" (CAN), used in most community college catalogs, is a separate numbering system designed to identify comparable courses that may be used in lieu of lower division major requirements at CSU and some participating independent colleges and universities. The CAN database is available at www.cansystem.org.

General Education

The four-year public segments have extensive requirements for general education. Identifying those community college courses that will be accepted by CSU or UC as satisfying their general education requirements is very important to the success of transfer students.

UC – For the University of California, the acceptability of a course for general education is predicated on the acceptability of the equivalent UC course since each course transferred to UC has been identified, by staff review at the

Office of the President, as essentially equivalent to an existing UC course. UC's general education requirements, moreover, vary greatly from campus to campus.

CSU – For the California State University, general education requirements are standardized through statewide regulations. Procedures for certifying community college courses as meeting CSU's general education requirements are set forth in the CSU Chancellor's Executive Order 595 (www.calstate.edu/EO/EO-595.pdf).

Since 1993, new courses intended for general education transfer have been reviewed for acceptability by CSU Chancellor's Office staff and a subcommittee of the CSU General Education Advisory Committee. This same subcommittee, with the addition of UC representatives, reviews the acceptability of community college courses for IGETC, the Intersegmental General Education Transfer Curriculum, which is accepted by both four-year public segments as an alternative pattern for satisfying lower-division general education requirements.

*Determining the eligibility of a particular course for university transfer for **elective credit, major requirements, and general education** is an essential part of the process of local course approval by the curriculum committee, generally with the assistance of a college articulation officer. For course outlines submitted to the Chancellor's Office, evidence of transferability is a quality criterion that is reviewed for all courses and programs in traditionally or potentially transferable disciplines.*

Prerequisites

Title 5, Section 55002 requires, for degree-applicable courses, that when the curriculum committee determines that it is necessary for student success, the course shall require appropriate prerequisites or corequisites, including prerequisite English or math levels. This section also states that curriculum committees may establish prerequisites or corequisites for non degree-applicable courses.

Title 5 regulations also define the manner in which prerequisites and corequisites may be established. The regulations state that, with certain limited exceptions, prerequisites must be carefully scrutinized before they are established, to be certain that they are necessary and not discriminatory. Most prerequisites are subject to scrutiny through a process of "content review," but prerequisite English and math levels generally require a process of statistical research validation.

Title 5, Section 55201 sets a timeline for review of prerequisites and corequisites by stating that "at least once each six years all prerequisites and corequisites established by the district shall be reviewed."

Special Courses for Students with Disabilities

Special courses may be one of two types:
    (1) Classes that are simply sections of existing courses. In such a case, the class is taught in accordance with the regular outline of record for that course, but the teaching methods or materials are supplemented to accommodate stated disabilities. Sections of courses in the regular curriculum that are merely adapted to enable students with disabilities to meet the regular course objectives in alternative ways do not require separate Chancellor's Office approval.
    (2) Distinct courses with their own outlines of record, designed either to meet educational objectives unique to a population with specific disabilities, or to supplement the standard objectives in an otherwise similar course, with objectives unique to that population.

In either case, special classes – like all courses and sections of course – must be primarily instructional in nature and must have objectives that fall within the instructional mission of the California Community Colleges. Such courses cannot be designed primarily to provide group activities or services.

DSP&S course outlines of record should:
- Specify what disability or disabilities the course is designed to address;
- Clarify what objectives the course is to fulfill as they relate to these disabilities;
- Show why a special course is needed to meet this need, rather than its being met through accommodation in a regular course;
- Specify how it will be determined that the objectives have been achieved;
- Explain what disability-specific instructional methods, materials, equipment, etc. will be used and why.

OTHER CURRICULUM TOPICS

Independent Study

Independent study is a mode of instruction in which students are not required to be under the immediate supervision and control of a qualified academic employee. Apportionment for independent study is calculated based on the academic units the student earns, rather than on the student contact hours (classroom or laboratory time).

Independent study may include courses conducted through television, radio, and correspondence. It also includes individual study as arranged between student and faculty member, with approval of the college. Distance education courses conducted "on-line" may or may not be considered independent study for apportionment purposes, depending on how they are conducted.

Distance Education

In June, 2002, amendments to Title 5 were adopted that removed distance education from under the independent study heading and gave it its own article under a different subchapter. The most important result of this change is that the attendance accounting method for distance education courses is no longer limited to independent study (Title 5, Section 58003.1[a]).   For example, if a distance education course is fully interactive (such as a course that uses real-time interactive television, or real-time interactive Internet communication), and is conducted with regularly scheduled hours similar to what would be offered in a classroom setting, then it may be reported as a regular census course.

Title 5 regulations specify that course quality standards apply to distance education in the same manner as for regular classroom courses, and that each course delivered via distance education must be separately approved as such through local curriculum approval processes. In addition, the regulations require regular effective contact between instructors and students.

The Academic Senate for California Community Colleges has published a document titled "Guidelines for Good Practice: Effective Instructor-Student Contact in Distance Learning." Also, "Distance Education Regulations and Guidelines," a publication of the Chancellor's Office, is available at http://www.cccco.edu/divisions/esed/aa_ir/disted.htm. A third resource is Title 5 regulations on distance education, Sections 55205-55219.

Cooperative Work Experience Education

Cooperative work experience education is another exception to the usual requirement that state-reimbursed community college education be under the immediate supervision and control of a qualified academic employee. Apportionment for this mode of instruction is based on the number of hours of employment, paid or non-paid, that a student works during a term, in a job that offers opportunities for on-the-job educational experiences.

There are two types of cooperative work experience education.
- (1) General Work Experience is supervised employment intended to assist students in acquiring desirable work habits, attitudes and career awareness. It need not be related to the student's specific educational goals.
- (2) Occupational Work Experience is supervised employment where on-the-job learning relates to the student's specific educational or occupational goal.

Title 5 regulations covering cooperative work experience education are contained in Sections 55250-55257.

Community Services

Community colleges are authorized to offer community services classes, which are defined as "classes in civic, vocational, literacy, health, homemaking, technical and general education, including, but not limited to classes in the fields of music, drama, art, handicraft, science, literature, nature study, nature contacting, aquatic sports and athletics." Community services classes are not the same as noncredit courses. They do not require approval from the Chancellor's Office and are not connected with any approved program.

Community colleges do not collect any state apportionment for community services offerings. They must charge students in these classes a fee sufficient to cover the cost of maintaining the classes, or they may provide community services classes by contract or with contributions or donations from individuals or groups.

Contract Education

Community colleges are authorized to conduct contract education offerings to meet the specific training needs of private corporations or other public agencies. Most contract education offerings do not generate State apportionment because they are customized offerings paid for by businesses for their employees. Since they do not

generate apportionment, they are not required to be open to any student admitted to the college.

The majority of contract offerings do not carry community college credit. They are referred to as "not-for-credit classes." (The term "noncredit" is reserved for State-authorized and State-funded adult education courses in specific categories authorized by law.) However, contract education classes may carry community college credit, if they meet the same quality standards as equivalent courses taught within the State-funded curriculum. Some may generate apportionment, if they are open to any student of the college and meet all other legal requirements.

Chancellor's Office approval is not required for a non-apportionment-generating contract class, even if it results in college credit. However, the Chancellor's Office advises that contract classes that result in credit, whether they generate apportionment or not, should be required to be approved by the college or district curriculum committee, applying the same quality standards as for other credit courses.

Program Review

Title 5 regulations give the Chancellor's Office the authority to review established programs (Section 55130). Although the Chancellor's Office has never been staffed sufficiently to carry out post-approval program reviews in a regular fashion, several times during its history it has collected information from all colleges on the processes for and/or the results of locally conducted program reviews.

In addition, the Education Code specifically requires regular review of the effectiveness of vocational programs:

> **78016. Review of program; termination**
>
> (a) Every vocational or occupational training program offered by a community college district shall be reviewed every two years by the governing board of the district to ensure that each program, as demonstrated by the California Occupational Information System, including the State-Local Cooperative Labor Market Information Program established in Section 10533 of the Unemployment Insurance Code, or if this program is not available in the labor market area, other available sources of labor market information, does all of the following:
> (1) Meets a documented labor market demand.
> (2) Does not represent unnecessary duplication of other manpower training programs in the area.
> (3) Is of demonstrated effectiveness as measured by the employment and completion success of its students.

(b) Any program that does not meet the requirements of subdivision (a) and the standards promulgated by the governing board shall be terminated within one year.

Review of instructional programs on a regular basis, and according to a regular procedure, is mandated not only by Title 5 regulations and Education Code statutes, but also by the standards of the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges.

NONCREDIT COURSES

Title 5 outlines specific criteria to which all noncredit courses must comply. Section 55002. Standards and Criteria for Courses and Classes states;

c) Noncredit Course.

A noncredit course is a course which, at a minimum, is recommended by the college and/or district curriculum committee (the committee described and established under subdivision (a)(1) of this section) and approved by the district governing board as a course meeting the needs of enrolled students.

(1) Standards for Approval. The college and/or district curriculum committee shall recommend approval of the course if the course treats subject matter and uses resource materials, teaching methods, and standards of attendance and achievement that the committee deems appropriate for the enrolled students. In order to be eligible for state apportionment, such courses are limited to the categories of instruction listed in Education Code section 84711, and must be approved by the Chancellor's Office as noted in Title V, section 55150. (See Appendix page VIII-20.)

(2) Course Outline of Record. The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the scope, objectives, contents, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met.

(3) Conduct of Course. All sections of the course are to be taught by a qualified instructor in accordance with the set of objectives and with other specifications defined in the course outline of record.

See Appendix page VIII-38 for the "Noncredit Course Approval Primer."

GLOSSARY OF TERMS

Advisory

An advisory is *recommended* preparation for a course. Such preparation represents a set of skills or a body of knowledge considered advantageous to a student's success in the course. Students will not be blocked from enrolling in a class if they do not meet the advisory. An advisory may be designated as a Basic Skills or a Course Advisory.

Apportionment

The method of allocating state or federal aid, district taxes or other monies to community college districts or other governmental units.

Articulation

A written agreement between "sending" and "receiving" colleges and universities that identifies comparable, or equivalent, courses or patterns of courses. Articulation agreements fall into four distinct categories, each of which has its own standards: transferable course, general education/breadth, course-to-course, and major preparation. (See www.assist.org for articulated courses.)

Assignments

Reading and writing, which must be regularly assigned to a credit course unless problem solving or skill demonstrations are more appropriate to the objectives of the course.

Basic Skills Advisory

Pre-collegiate math or English courses designated as advisories to a course for the purpose of broadening or enhancing a student's knowledge and increasing the likelihood of success.

California Articulation Number (CAN)

A system developed to cross reference courses among the community college, CSU and UC systems.

California State University (CSU)

One of the three systems of public higher education in California. It typically confers bachelor's and master's degrees.

Carnegie Unit

A normative unit of measurement. It assures that credits offered are commensurate with the hours necessary for the course. (See Appendix, page VIII-17.)

College Level

Course materials that reflect a complexity and/or breadth of ideas. In most cases the language used in such material will reflect care, reason, evidence and counter-arguments. Such materials may present alternatives and pose questions or problems for discussions.

Communication Skills

The ability or competence to read, write, speak and listen; the ability to convey information, attitudes, emotions, etc.; the ability to receive and interpret communications. These skills also encompass non-oral or non-written expression and perception.

Content Review

The first of three levels of scrutiny used in establishing course pre-requisites. The goal of content review is to establish entrance criteria for a course needing a prerequisite and to make a comparison with exit criteria for the prerequisite course. Content review is required for all prerequisites, corequisites and advisories.

Corequisite

A designated course to be taken concurrently with or prior to enrollment in another course. Knowing the information presented in the corequisite course is considered necessary in order for a student to be successful in the course.

Course

A topic of specific content offered for instruction. A course is usually connected to a program of study; however, stand-alone courses may be offered. A course has specific goals and objectives.

Course Content

A central component of the course outline. This section should include a complete listing of the topics taught in the course.

Course Objectives

Knowledge, comprehension, application, and, for degree-applicable courses, critical thinking skills that students are expected to demonstrate upon successful completion of a course. These outcomes must be stated from the perspective of what the students will learn, not what the course will teach, and they must be measurable. (See Appendix, page VIII-15.)

Course Outline of Record

A document with defined legal standing that forms the basis for a contract among the student, instructor and institution. Essential components include objectives, course content, assignments, instructional methodology and student evaluation. These basic components of the course are required to be taught by all instructors.

Credit

Four modes of credit: degree credit (MPC courses numbered 1-299), non-degree credit (300-level courses), noncredit (400-level), and no credit (community service). With the exception of community service, courses listed under the other modes of credit may be claimed for apportionment purposes.

Credit Hour

Approximately three hours of recitation, study or laboratory work per week throughout a term of 17 weeks. (See Appendix, page VIII-17.)

Data Collection and Analysis

One of the three levels of scrutiny used in establishing course prerequisites. For prerequisites or corequisites involving out-of-sequence communication or computation skills (English or math), this highest level of scrutiny is required. The basic premise is that the college must demonstrate, using sound research practices, that students are highly unlikely to succeed without these prerequisite skills.

Deleted Course

A course eliminated from a program of study.

Discipline

A distinct branch of knowledge, the division of which may be specific to each institution (e.g., humanities, social sciences, fine arts, etc.).

Educational Program

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 learning. It normally consists of at least 18 semester units of related subjects.

Equivalent Prerequisite at Transfer Institution

One of three levels of scrutiny used in establishing prerequisites. For out-of-discipline transferable courses, an additional requirement to establish a prerequisie or corequisite is to identify an equivalent prerequisite or corequisite at three UC and/or CSU campuses. Documentation would consist of copies of the appropriate catalog listings. This level of scrutiny does not apply to prerequisites or corequisites in English or math.

Full-Time Equivalent Student (FTES)

The student workload used as the basis for computation of state support for California Community Colleges. Operationally, one FTES is equal to 15 contact hours per week for 35 weeks (annual) for a total of 525 contact hours.

General Education Requirements

Courses required for the associate degree that come from each of the discipline areas. These requirements ensure a breadth of experiences that aims toward a well-rounded student.

General Education Breadth Curriculum (GE Breadth)

Permits a student to transfer from a community college to a campus in the CSU system without the need, after transfer, to take additional lower division general education courses to satisfy campus G.E. requirements. The GE pattern must be certified by the community college before transfer for it to be "official."

Grading/Credit

Specified on Course Outline of Record. Credit courses must indicate *Letter Grade (LG) only*, *Letter Grade or Credit No-Credit (LG-C/NC)*, or *Credit/No Credit (C/NC)*. If *LG- C/NC* is indicated, students have the option of having the letter grade converted to Credit/No-Credit if they submit a request by the deadline specified by Admissions and Records.

IGETC

See **Intersegmental General Education Transfer Curriculum**

Inactive

Refers to a course or program that has inactive status for a period of two years.

Instructional Methodology

Specified on Course Outline of Record

Category	Description
Lecture	Primarily lecture but could include approximately equal division between lecture and discussion and/or participation
Lab/Activity	Class conducted in a laboratory setting with students or teams of students, under the direct supervision of a credentialed instructor
Lecture-Lab	Combination of lecture and laboratory instruction
Learning Lab	Usually conducted in resource center where students have access to information and prepared lessons or teaching materials
Work Experience	Employment of students in part-time or full-time jobs selected or approved as having educational value for the student
Video	Course taught by video lessons; some on-campus lecture/discussion sessions required
Directed Independent Study	Courses in which the student works on a special topic or project; hours of instructor contact, components of the course, student

	responsibilities, number of units and evaluation method specified in a contract
Internet delivered	Course taught via the Internet; course follows Course Outline of Record with adjustments to assignments and methods of evaluation
Field Experience	Course comprised entirely of a field trip, field excursion or field observation

Intersegmental General Education Transfer Curriculum (IGETC)

A general education program which community college transfer students can use to fulfill lower-division general education requirements in either the CSU or UC system without the need, after transfer, to take additional lower-division general education courses.

Major Prep Agreement

Course-to-course agreements between four-year and two-year colleges. These agreements identify lower-division courses that are acceptable at the four-year institution for a specific major.

Method of Evaluation

Part of Course Outline of Record. Student performance must be evaluated against a common standard, which, according to Title 5, must include a written assessment component (specifically stated as "written essays"). The only exceptions to this are courses where skill demonstrations or problem solving exercises are more appropriate measurements of demonstrated proficiency.

Minimum Qualifications

Refers to the qualifications necessary to serve as a faculty member in a California community college (AB 1725).

Noncredit Course

Courses designed to meet the special needs and capabilities of those students who do not desire or need to obtain unit credit. These courses provide remedial, developmental, occupational and other general education opportunities.

Positive Attendance

Attendance accounting method for courses scheduled to meet fewer than five days, all credit courses scheduled irregularly with respect to the number of days of the week and the number of hours that the course meets on scheduled days, all open-entry/open-exit courses and all noncredit courses eligible for state funding. The actual hours of attendance for enrolled students present at each class meeting must be kept and reported.

Pre/Corequisite Validation

Affirms the validity of prerequisites or corequisites. Student success rates in courses based upon their previous academic preparation are a cornerstone of this evaluation process.

Prerequisite

A designated course to be taken prior to enrollment in another course. Knowing the information presented in the prerequisite course is considered necessary in order for a student to be successful in the course.

Repeatability

Refers to the number of times a course may be repeated for additional credit and for which state apportionment is granted. It is applicable to courses that enhance skill ability or courses in which the course content frequently changes. (See Appendix pageVIII-29.)

Taxonomy of Programs and Services (TOPS)

A common taxonomy by which districts and colleges identify programs. This taxonomy (TOP code) is to be used for all program and course reports required by the Chancellor's Office.

Transferability

Courses reasonably expected to be accepted for lower division elective and/or major credit.

Unit

See **Carnegie Unit**

University of California (UC)

      One of the three systems of public higher education in California. It typically confers bachelor's, master's and doctoral degrees and includes the professional schools.

Weekly Student Contact Hours (WSCH)

      Attendance accounting method for credit courses scheduled coterminously with the primary term. "Weekly student contact hours" (WSCH) is the number of class hours each course is regularly scheduled to meet during a week, inclusive of holidays, multiplied by the number of students actively enrolled in the course.

MPC GE STANDARDS

MPC's General Education Requirements Committee meets each year in November to recommend courses for inclusion in the MPC General Education pattern. The standards for inclusion are (1) Title 5 guidelines and (2) the Learning Outcomes that were adopted for GE courses beginning 2005-2006.

AREA A: Communication Skills

> (*Title 5, Section 55806 (D) Language and Rationality. Courses in language and rationality are those which develop for the student the principles and application of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses.*)

AREA A1: English Composition

> (*Title 5, Section 55806(D) Language and Rationality. 1. English Composition. Courses fulfilling the written composition requirement shall be designed to include both expository and argumentative writing.*)

Composition courses enhance students' abilities to read and listen critically, and to communicate knowledge, information, ideas, and feelings. The skills learned in these studies also enhance students' abilities to evaluate, solve problems, and make reasoned decisions.

Learning outcomes for this area include students' ability to:
1. read complex college-level texts and listen to college-level lectures without guidance, and summarize the information presented;
2. analyze ideas presented in college-level reading material, and present that analysis intelligently in writing;
3. write clearly, imaginatively, and forcefully, selecting forms, methods, and modes that will best achieve a writing assignment's purpose;
4. use proper research methods, keep proper research records, and incorporate researched material appropriately into their own ideas and writing;
5. form provable theses based on reading and research, and validate those theses, distinguishing between fact and opinion;
6. recognize and use logical arguments, persuasive strategies, and conventions that are appropriate to the writer's audience.

AREA A2: Communication and Analytical Thinking

> *(Title 5, Section 55806(D) Language and Rationality. 2. Communication and Analytical Thinking. Courses fulfilling the communication and analytical thinking requirement include oral communication, mathematics, logic, statistics, computer languages and programming and related disciplines.)*

These courses improve effective communication and analytical thinking which enable the bridging of disciplines. Through the use of effective resources, students are able to interpret and analyze problems, evaluate answers, make judgments, and enhance their general knowledge.

Learning outcomes for this area include students' ability to:
1. Make effective use of tools in order to obtain, organize and/or critically evaluate information;
2. synthesize, critique, argue and give alternatives to various problems;
3. solve and/or avoid problems by experimenting and generating solutions;
4. communicate results orally, in writing, and through the use of various technological methods;
5. interconnect the knowledge of many different disciplines.

AREA B: Natural Sciences

> *(Title 5, Section 55806 (A) Natural Sciences. Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the General Education Requirement in natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the relationships between science and other human activities. This category would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics and other scientific disciplines.)*

Natural Sciences increase students' awareness of the world of natural phenomena and the ability humans have to understand how the world functions by using scientific methods to investigate and judge phenomena and humankind's various roles in nature.

Learning outcomes for this area include students' ability to:
1. explain concepts and theories related to physical, chemical, and biological natural phenomena;
2. demonstrate an understanding of the scientific process and its use and limitations in the solution of problems;
3. draw a connection between natural sciences and their own lives;

4. make critical judgments about the validity of scientific evidence and the applicability of scientific theories;
5. demonstrate an understanding of the role of culture in the advancement of science and the impact of scientific advancement and natural phenomena on diverse cultures;
6. demonstrate knowledge of the use of technology in scientific investigation and human endeavors, and the advantages and disadvantages of that technology;
7. articulate solutions that they believe could improve the condition of humanity and the global environment;
8. demonstrate an understanding that our current level of knowledge regarding the natural sciences is limited and there is a need to learn and discover more, and to find innovative solutions to problems in our natural environment;
9. demonstrate an understanding of change and evolution as central underlying themes in the study of the Natural Sciences;
10. demonstrate an understanding of the structure and function of the human body.

AREA C: Humanities

(Title 5, Section 55806(C)Humanities. Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course shall be designed to help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments. Such courses could include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.)

The Humanities encompass thought and language and reflect, interpret, and communicate concepts, values, beliefs, and traditions held individually, socially, and culturally. Study of the humanities develops an awareness, appreciation, and understanding of the human condition and of how that condition relates to personal and societal needs, values, and achievements. The performing and visual arts are unique in that the mode of communication is primarily presentational rather than discursive, and the deepest meanings in the arts are non-verbal.

Learning outcomes for this area include students' ability to:
1. effectively communicate and express themselves and make themselves understood through visual, auditory, tactile, and symbolic means;
2. demonstrate knowledge of the variety of forms of expression (verbal and non-verbal) and of how those are used to communicate social, cultural, and personal ideas, feelings, and concepts;

3. demonstrate knowledge of how history, language, and the visual and performing arts are interconnected, as well as an understanding of the value and role of each communication;
4. demonstrate knowledge of how and why the visual and performing arts are unique and how inherent meaning in the arts transcend written and verbal communication.

AREA D: Social Sciences
(Title 5, Section 55806(B) Social and Behavioral Sciences. Courses in the social and behavioral sciences are those which focus on people as members of society. To satisfy the general education requirement in social and behavioral sciences, a course shall be designed to develop an awareness of the method of inquiry used by the social and behavioral sciences. It shall be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate. This category would include introductory or integrative survey courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology and related disciplines.)

Social Sciences courses provide theory and instruction on the role of institutions, groups and individuals in society. These courses focus on the interaction of social, historic, economic, political, geographic, linguistic, religious and/or cultural factors, with emphasis on the ways humans understand the complex nature of their existence. Courses emphasize the understanding of human and societal development within the context of issues which could divide people and cultures (e.g. racism, colonialism, geopolitical issues and economic inequities) and the complex relationships between culture, individual development and historical context. Courses include discussion of skills and practices used by social sciences: data collection, hypotheses development and testing, and critical evaluation of evidence.

Learning outcomes for this area include students' ability to:
1. identify and analyze key concepts and theories about human and/or societal development;
2. critique generalizations and popular opinion about human behavior and society, distinguishing opinion and values from scientific observations and study;
3. demonstrate an understanding of the use of research and scientific methodologies in the study of human behavior and societal change;
4. better understand themselves, others, and society;
5. understand and think critically about different cultures and their influence on human development or society, including how issues related to race, class and gender interact with culture to impact females and males;

6. examine the biological, psychological, and sociological factors that influence the personalities and behaviors of females and males from a multicultural perspective;
7. understand how history influences cultural development and is influenced by culture.

AREA E: Lifelong Learning and Self-Development

Courses in this area promote lifelong learning and self-development and reflect the depth of human interest and possibilities. The knowledge gained from these courses assists students to function as independent and effective learners in a continual process of personal growth.

Learning outcomes for this area include students' ability to:

AREA E1: Wellness
1. develop an awareness of how physical, social, emotional, or intellectual factors influence their personal development.

AREA E2: Introduction to Careers
1. explore a discipline and to function as independent and effective learners;
2. accurately assess knowledge, skills, and abilities in relationship to their educational and career goals.

AREA F: Intercultural Studies

Courses in Intercultural Studies increase students' understanding of and appreciation for cultures and groups of people within the United States, including people within one's own group and those who are in a different cultural group. History, customs, methods of communication, artistic representations and traditions are explored in these courses that address theoretical and analytical issues relevant to understanding race, culture, gender and ethnicity in American history and society. Each course is an integrated and comparative study of at least three of the following: African Americans, American Indians, Asian Americans, Chicano/Latino Americans, and European Americans.

Learning outcomes for this area include students' ability to:
1. connect knowledge of self and society to larger cultural contexts;
2. articulate the differences and similarities between and within cultures;
3. identify cultural themes of immigrant and native groups within the United States of America;
4. identify the contributions to American culture of each group studied.

CSU/GE STANDARDS

The following description of CSU Breadth requirements is taken from:

Executive Order No.: 595
Title: General Education-Breadth Requirements
Effective Date: January 1, 1993
Supercedes: Executive Order No. 338,342

Instruction approved to fulfill the following requirements should recognize the contributions to knowledge and civilization that have been made by members of diverse cultural groups and by women.

At least nine of the 48 semester units or 72 quarter units shall be earned at the campus granting the degree.

A. A minimum of nine semester units or twelve quarter units in communication in the English language, to include both oral communication and written communication, and in critical thinking, to include consideration of common fallacies in reasoning.

Instruction approved for fulfillment of the requirement in communication is to be designed to emphasize the content of communication as well as the form and should provide an understanding of the psychological basis and the social significance of communication, including how communication operates in various situations. Applicable course(s) should view communication as the process of human symbolic interaction focusing on the communicative process from the rhetorical perspective: reasoning and advocacy, organization, accuracy; the discovery, critical evaluation and reporting of information; reading and listening effectively as well as speaking and writing. This must include active participation and practice in written communication and oral communication.

Instruction in critical thinking is to be designed to achieve an understanding of the relationship of language to logic, which should lead to the ability to analyze, criticize, and advocate ideas, to reason inductively and deductively, and to reach factual or judgmental conclusions based on sound inferences drawn from unambiguous statements of knowledge or belief. The minimal competence to be expected at the successful conclusion of instruction in critical thinking should be the demonstration of skills in elementary inductive and deductive processes, including an understanding of the formal

and informal fallacies of language and thought, and the ability to distinguish matters of fact from issues of judgment or opinion.

B. **A minimum of twelve semester units or eighteen quarter units to include inquiry into the physical universe and its life forms, with some immediate participation in laboratory activity, and into mathematical concepts and quantitative reasoning and their applications.**

Instruction approved for the fulfillment of this requirement is intended to impart knowledge of the facts and principles which form the foundations of living and non-living systems. Such studies should promote understanding and appreciation of the methodologies of science as investigative tools, the limitations of scientific endeavors: namely, what is the evidence and how was it derived? In addition, particular attention should be given to the influence which the acquisition of scientific knowledge has had on the development of the world's civilizations, not only as expressed in the past but also in present times. The nature and extent of laboratory experience is to be determined by each campus through its established curricular procedures. In specifying inquiry into mathematical concepts and quantitative reasoning and their application, the intention is not to imply merely basic computational skills, but to encourage as well the understanding of basic mathematical concepts.

C. **A minimum of twelve semester units or eighteen quarter units among the arts, literature, philosophy and foreign languages.**

Instruction approved for the fulfillment of this requirement should cultivate intellect, imagination, sensibility and sensitivity. It is meant in part to encourage students to respond subjectively as well as objectively to experience and to develop a sense of the integrity of emotional and intellectual response. Students should be motivated to cultivate and refine their affective as well as cognitive and physical faculties through studying great works of the human imagination, which could include active participation in individual esthetic, creative experience. Equally important is the intellectual examination of the subjective response, thereby increasing awareness and appreciation in the traditional humanistic disciplines such as art, dance, drama, literature and music. The requirement should result in the student's better understanding of the interrelationship between the creative arts, the humanities and self. Studies in these areas should include exposure to both Western cultures and non-Western cultures.

Foreign language courses may be included in this requirement because of their implications for cultures both in their linguistic structures and in their use in literature; but foreign language courses which are approved to meet a portion of this requirement are to contain a cultural component and not be solely skills acquisition courses. Campus provisions for fulfillment of this requirement must include a reasonable distribution among the categories specified as opposed to the completion of the entire number of units required in one category.

D. **A minimum of twelve semester units or eighteen quarter units dealing with human social, political, and economic institutions and behavior and their historical background.**

Instruction approved for fulfillment of this requirement should reflect the fact that human social, political and economic institutions and behavior are inextricably interwoven. Problems and issues in these areas should be examined in their contemporary as well as historical setting, including both Western and non-Western contexts. Campus provisions for fulfillment of this requirement must include a reasonable distribution among the categories specified as opposed to completion of the entire number of units required in one category.

E. **A minimum of three semester units or four quarter units in study designed to equip human beings for lifelong understanding and development of themselves as integrated physiological and psychological entities.**

Instruction approved for fulfillment of this requirement should facilitate understanding of the human being as an integrated physiological, social, and psychological organism. Courses developed to meet this requirement are intended to include selective consideration of such matters as human behavior, sexuality, nutrition, health, stress, key relationships of humankind to the social and physical environment, and implications of death and dying. Physical activity could be included, provided that it is an integral part of the study described herein.

Designations for Subject Areas and Objectives

Area A: Communication in the English Language and Critical Thinking

        Oral Communication   A1
        Written Communication   A2
        Critical Thinking   A3

Area B: Physical Universe and Its Life Forms

        Physical Science   B1
        Life Science   B2
        Laboratory Activity   B3
        Mathematics/Quantitative Reasoning   B4

Area C: Arts, Literature, Philosophy and Foreign Languages

        Arts (Art, Dance, Music, Theatre)   C1
        Humanities (Literature, Philosophy,   C2
        Foreign Languages)

Area D: Social, Political, and Economic Institutions and Behavior; Historical Background

        Anthropology and Archeology   D1
        Economics   D2
        Ethnic Studies*   D3
        Gender Studies*   D4
        Geography   D5
        History   D6
        Interdisciplinary Social or   D7
           Behavioral Science
        Political Science, Government,   D8
           and Legal Institutions
        Psychology   D9
        Sociology and Criminology   D0

Area E: Lifelong Understanding and   E
           Self-Development

*Ethnic Studies or Gender Studies courses emphasizing artistic or humanistic perspectives may be categorized in Area C.

IGETC STANDARDS

Adoption of the Intersegmental General
Education Transfer Curriculum
Board of Governors
California Community Colleges
March 15, 1991

Assembly Bill 1725 directed the governing boards of the University of California, the California State University, and the California Community Colleges, with appropriate consultation with the Academic Senates of the respective segments, to jointly "develop, maintain, and disseminate a common core curriculum in general education for the purpose of transfer," and to adopt that curriculum**.**

What follows is a guideline for course inclusion in each area of IGETC.

Subject Area: English Communication
(3 courses; 9 semester, 12-15 quarter units)*
*Students transferring to UC do not have to meet the oral communication requirement.

> The English Communication requirement shall be fulfilled by completion of three semesters or nine units of lower-division courses in English reading and written composition (1 course), critical thinking-English composition (1 course), and oral communication* (1 course). Successful completion of the course in reading and written composition shall be prerequisite to the course in critical thinking-English composition.

> *Instruction approved for fulfillment of the requirement in communication is to be designed to emphasize the content of communication as well as the form and should provide an understanding of the psychological basis and the social significance of communication, including how communication operates in various situations. Applicable courses should view communication as the process of human symbolic interaction focusing on the communicative process from the rhetorical perspective: reasoning and advocacy, organization, accuracy; the discovery, critical evaluation and reporting of information; reading and listening effectively as well as speaking and writing. This must include active participation and practice in written communication and oral communication.*

Instruction in critical thinking is to be designed to achieve an understanding of the relationship of language to logic, which should lead to the ability to analyze, criticize, and advocate ideas, to reason inductively and deductively, and to identify the assumptions upon which particular conclusions depend. The minimal competence to be expected at the successful conclusion of instruction in critical thinking should be the ability to distinguish fact from judgment, and belief from knowledge, to use elementary inductive and deductive processes, and to recognize common logical errors or fallacies of language and thought.

Subject Area: Mathematical Concepts and Quantitative Reasoning
(1 course; 3 semester, 4-5 quarter units)

The Mathematical Concepts and Quantitative Reasoning requirement shall be fulfilled by completion of a one-semester course in mathematics or statistics above the level of intermediate algebra, with a stated course prerequisite of Intermediate Algebra. Courses on the application of statistics to a single discipline may not be used to fulfill this requirement. An appropriate course in statistics must emphasize the mathematical bases of statistics, probability theory and estimation, application and interpretation, uses and misuses, and the analysis and criticism of statistical arguments in public discourse.

Because knowledge relevant to public and private decision making is expressed frequently in quantitative terms, we are routinely confronted with information requiring quantitative analysis, calculation, and the ability to use and criticize quantitative arguments. In addition, many disciplines require a sound foundation in mathematical concepts. The requirement in Mathematical Concepts and Quantitative Reasoning is designed to help prepare students to respond effectively to these challenges.

Subject Areas: Arts and Humanities
(at least 3 courses; 9 semester, 12-15 quarter units)

The Arts and Humanities requirement shall be fulfilled by completion of at least three courses which encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic and cultural importance. Students who have completed this requirement shall have been exposed to a pattern of coursework designed to develop a historical understanding of major civilizations and cultures, both Western and non-Western, and an understanding and appreciation of the contributions and perspectives of

women and of ethnic and other minorities. In the Arts, students should also learn to develop an independent and critical aesthetic perspective.

At least one course shall be completed in the Arts and one in the Humanities. Within the arts area, performance and studio classes may be credited toward satisfaction of this subject area if their major emphasis is the integration of history, theory, and criticism. Courses used to satisfy the CSU United States History, Constitution and American Ideals requirement, and the UC American History and Institutions requirement may not be counted in this area but may be taken prior to transfer.

The Arts and Humanities historically constitute the heart of a liberal arts general education because of the fundamental humanizing perspective that they provide for the development of the whole person. Our understanding of the world is fundamentally advanced through the study of Western and non-Western philosophy, language, literature, and the fine arts. Inclusion of the contributions and perspectives of women and of ethnic and other minorities as part of such study will provide us a more complete and accurate view of the world and will enrich our lives.

Subject Area: Social and Behavioral Sciences
(at least 3 courses; 9 semester, 12-15 quarter units)

The Social and Behavioral Sciences requirement shall be fulfilled by completion of at least three courses dealing with individual behavior and with human social, political, and economic institutions and behavior in a minimum of two disciplines or in an interdisciplinary sequence. The pattern of coursework completed shall ensure opportunities for students to develop understanding of the perspectives and methods of the social and behavioral sciences. Problems and issues in these areas should be examined in their contemporary, historical, and geographical settings. Students who have completed this requirement shall have been exposed to a pattern of coursework designed to help them gain an understanding and appreciation of the contributions and perspectives of women and of ethnic and other minorities and a comparative perspective on both Western and non-Western societies. The material should be presented from a theoretical point of view and focus on core concepts and methods of the discipline rather than on personal, practical, or applied aspects. Courses used to satisfy the CSU United States History, Constitution and American Ideals requirement, and the UC American History and Institutions requirement may not be counted in this area but may be taken prior to transfer.

Courses in the Social and Behavioral Sciences allow students to gain a basic knowledge of the cultural and social organizations in which they exist as well as the behavior and social organizations of other human societies. Each of us is born into, lives, and must function effectively within an environment that includes other individuals. People have, from earliest times, formed social and cultural groups that constitute the framework for the behavior of the individual as well as the group. Inclusion of the contributions and perspectives of women and of ethnic and other minorities as part of such study will provide us a more complete and accurate view of the world and will enrich our lives.

Subject Area: Physical and Biological Sciences
(at least 2 courses; 7-9 semester, 9-12 quarter units)

The Physical and Biological Sciences requirement shall be fulfilled by completion of at least two courses, one of which is in Physical Science and one in Biological Science, at least one of which incorporates a laboratory. Courses must emphasize experimental methodology, the testing of hypotheses, and the power of systematic questioning, rather than only the recall of facts. Courses that emphasize the interdependency of the sciences are especially appropriate for non-science majors.

The contemporary world is influenced by science and its applications, and many of the most difficult choices facing individuals and institutions concern the relationship of scientific and technological capability with human values and social goals. To function effectively in such a complex world, students must develop a comprehension of the basic concepts of physical and biological sciences, and a sophisticated understanding of science as a human endeavor, including the limitations as well as the power of scientific inquiry.

OTHER

Language Other Than English*
*Students transferring to CSU do not have to meet the requirement of proficiency in a language other than English.

Students shall demonstrate proficiency in a language other than English equal to two years of high school study. Those students who have satisfied the CSU or UC freshman entrance requirement in a language other than English will have fulfilled this requirement. This requirement may also be satisfied by demonstration of equivalent proficiency prior to transfer.

INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM (IGETC)
Summary Outline

English Communication:	One course, English composition, 3 sem./4-5 qtr. units; this course is a prerequisite to critical thinking
	One course, critical thinking-English composition, 3 sem./4-5 qtr. units; strong emphasis on writing; prerequisite: English composition
	One course, oral communication (a), 3 sem./4-5 qtr. units
Mathematics:	One course, mathematics/quantitative reasoning, 3 sem./4-5 qtr. units
Arts and Humanities	Three courses, at least one course in arts and at least one course in humanities, 9 sem./12-15 qtr. units
Social and Behavioral Sci.	Three courses in at least two disciplines within this subject area, 9 sem./12-15 qtr. units
Physical and Biological Sci.	Two courses, one course in each area, and at least one must include a laboratory, 7-9 sem./9-12 qtr. units
Language Other Than Engl.	Proficiency equivalent to two years' high school study (b)

(a) Students transferring to UC do not have to meet the oral communication requirement.
(b) Students transferring to CSU do not have to meet the proficiency in language other than English requirement.

PREPARING INSTRUCTIONAL OBJECTIVES

Course Outline #14 Course Objectives/Exit Standards

Upon completion of this course, students will be able to:

The purpose of this section of the Course Outline is to convey the learning outcomes expected of students. Each objective generally begins with an action verb that indicates what the student will *do* as a result of instruction. In addition, these objectives describe an action that is *measurable*. The Methods of Evaluation section (#17 of the Outline), then, addresses the issue of accountability of student performance.

Degree applicable credit courses are required to demonstrate critical thinking.   Critical thinking involves *active* higher cognitive processes which analyze, synthesize, and/or evaluate information. This is contrasted with more *passive* activities such as knowing, comprehending, or applying information. Not *all* objectives need to reflect a critical thinking outcome; however, it should be clear that higher level thinking skills are an essential component of the course. This should be reflected in not only the objectives, but throughout the Course Outline.

Bloom's taxonomy provides a useful way to evaluate the cognitive level of an objective:

Lower-level Learning Outcomes

Knowledge (Recognition and recall of facts)

Define	Recall
Repeat	Name
Record	Relate
List	Underline

Comprehension (Interpreting, translating, summarizing or paraphrasing of information)

Translate	Express
Restate	Identify
Discuss	Locate
Describe	Report
Recognize	Review
Explain	Tell

Application (Application or use of information in a new or different context)

Interpret	Practice
Apply	Illustrate
Employ	Operate
Use	Schedule
Demonstrate	Shop
Dramatize	Sketch

Higher-level Learning Outcomes (Critical Thinking)

Analysis (Analysis of information which clarifies the relationships between component parts)

Distinguish	Diagram
Analyze	Inspect
Differentiate	Debate
Appraise	Inventory
Calculate	Question
Experiment	Relate
Test	Solve
Compare	Examine
Contrast	Categorize
Criticize	

Synthesis (Combination of facts and/or concepts to create a new idea or relationship)

Compose	Collect
Plan	Construct
Propose	Create
Design	Set up
Formulate	Organize
Arrange	Prepare
Assemble	

Evaluation (Use of knowledge – including facts and concepts – for judgment or decision-making)

Judge	Score
Appraise	Select
Evaluate	Choose
Rate	Assess
Compare	Estimate
Value	Measure
Revise	

Consider the difference between an original and a revised objective:

Before: Understand the significant art achievements of the Renaissance through Modern Europe

After: Compare and contrast the art works of several historical periods to ascertain their stylistic, aesthetic and historical relationships

Hours to Units Conversion Chart

Total Lecture Hours	Lecture Hours Per Week	Units
8.5 - 16.5	.48 - .97	0.5
17 - 25	.98 - 1.47	1
25.5 - 33.5	1.48 - 1.97	1.5
34 - 42	1.98 - 2.47	2
42.5 - 50.5	2.48 - 2.97	2.5
51 - 59	2.98 - 3.47	3
59.5 - 67.5	3.48 - 3.97	3.5
68 - 76	3.98 - 4.47	4
76.5 - 84.5	4.48 - 4.97	4.5
85 - 93	4.98 - 5.47	5

Total Lab Hours	Lab Hours Per Week	Units
25.5 - 50.5	1.48 - 2.97	0.5
51 - 76	2.98 - 4.47	1
76.5 - 101.5	4.48 - 5.97	1.5
102 - 127	5.98 - 7.47	2
127.5 - 152.5	7.48 - 8.97	2.5
153 - 178	8.98 - 10.47	3
178.5 - 203.5	10.48 - 11.97	3.5
204 - 229	11.98 - 13.47	4
229.5 - 254.5	13.48 - 14.97	4.5
255 - 280	14.98 - 16.47	5

Total Studio Hours	Studio Hours Per Week	Units
16.5 - 33.5	.98 - 1.97	0.5
34 - 50	1.98 - 2.97	1
50.5 - 67.5	2.98 - 3.97	1.5
68 - 84	3.98 - 4.97	2
84.5 - 101.5	4.98 -5.97	2.5
102 - 118	5.98 - 6.97	3
118.5 - 135.5	6.98 - 7.97	3.5
136 - 152	7.98 - 8.97	4
152.5 - 169.5	8.98 - 9.97	4.5
170 - 186	9.98 - 10.97	5

Key

Semester Length = 17 weeks
17 lecture hours = 1 unit
51 lab hours = 1 unit

Curriculum Documents

ADDITIONAL INSTRUCTION SHEET

Information for Completing New Course Proposals, Course Revisions, Supplemental Course Outlines, and Distance Education Forms

A. Course Data Sheet (Some points of clarification)

1. In terms of instructional methodology, it is important to remember that most of our courses are lecture (10), lab/activity (20), or a combination thereof (30). In terms of contact hours, a semester-length lecture course requires one hour per week per unit and two hours homework per lecture hour, while lab/activity requires three hours per week per unit (no homework requirement).

2. Transferability of Credit Courses
   For CSU:
   a. courses recommended for the GE pattern are at the discretion of CSU. The MPC Articulation Office must submit course outlines to CSU for GE consideration.

   b. course-to-course articulation requires that we list parallel lower division courses at CSU.

   Departmental Designation and Course Number & Title: _____
   Prerequisites: _____
   CSU Campus: _____

   c. other courses can be recommended as electives to CSU. We may place them on the list, and they will be generally accepted unless CSU challenges an entry. Courses numbered 1-99 are designated as CSU transferable.

   For UC:
   courses must be articulated as transferable. You will need to list parallel lower division courses:

   Departmental Designation and Course Number & Title: _____
   Prerequisites: _____
   UC Campus: _____

   If you did not enter parallel courses, you must provide rationale for transferability.

3. See below for coding for courses:

State of California Classification – Primary Objective

A	=	Liberal Arts and Sciences education
B	=	Developmental preparatory
C	=	Adult and secondary basic education courses
D	=	Personal development and survival courses
E	=	Courses for substantially handicapped persons
F	=	Parenting and family support courses
G	=	Community and civic development
H	=	General and cultural
I	=	Occupational education

State of California Classification--Transfer Code

Y or N	=	Transferable to UC

State of California Classification—Credit Status

D	=	Credit, Degree Applicable (Courses numbered 0001-0299)
C	=	Credit, Non degree Applicable (Courses numbered 0300-0399)
N	=	Non credit, but not community services (Courses numbered 0400-0499)

SAM Code

A	=	Apprenticeship
B	=	Advanced occupational
C	=	Clearly occupational
D	=	Possibly occupational
E	=	Non-occupational

For non credit courses, use the following codes:

Non-Credit Code

1	=	Parenting
2	=	Elementary and Secondary Basic Skills
3	=	English as a Second Language (ESL)
4	=	Citizenship for Immigrants
5	=	Courses for Persons with Substantial Disabilities
6	=	Short-term Vocational
7	=	Courses for Older Adults
8	-	Home Economics
9	=	Health and Safety

Your Division Chair, Dean and/or Vice President, Academic Affairs will assist with coding courses.

B. Official Course Outline of Record

1. Designate the four-letter alpha designation, e.g. ENGL, for Department, the course number, and the course title. For Course Categories and Numbering System, see below:

Associate Degree Credit Course

- A baccalaureate level course transferable to 4-year colleges and universities. *(MPC courses in 1-99 series)*

- A continuing education course in an occupational field, with transfer at the discretion of the transfer institution. *(MPC courses in 100-199 series)*

- An in-service or exploratory, general course in an occupational field, for community college credit only. *(MPC courses in 200-299 series)*

- A mathematics course at the elementary algebra, geometry, or advanced algebra level, for community college credit only. *(MPC courses in 200-299 series)*

Non-Degree Credit Course

- A course for which credit is awarded and recorded on transcripts but cannot be used to satisfy associate degree requirements.

- A developmental course in reading, writing, mathematics, language and study skills. (MPC courses in 300-399 series)

- An apprenticeship course.

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Non Credit Course

A course for which no credit is awarded and no record is made on transcripts. (MPC courses in 400-499 series)

- A course in parenting

- A course in elementary and secondary basic skills

- A course in English as a second language (ESL)

- A course in citizenship for immigrants

- A course for persons with substantial disabilities

- A short-term vocational course

- A course for older adults

- A course in home economics

- A course in health and safety

2. Catalog Description

A catalog description consists of brief, direct, <u>present-tense</u> statements (complete sentences) of course purpose and content, preferably no more than 35-50 words. Use language that is intelligible to the student and that describes the course in terms of its primary objectives, without repeating the course title. This box must also include any additional information that should appear in the catalog listing: units, hours, pre/corequisites, course advisor(ies), credit transferable, and LG-C/NC.

3. Schedule Description

For the schedule in which brevity is crucial, one or two phrases (limited to 25-35 words) should be provided. This box must also contain any additional information that should appear in the schedule listing: pre/corequisites, advisories, CSU/UC transfer, and LG-C/NC.

4. Basic Skill and Course Advisories

Appropriate levels of Reading, Writing and/or Math that are necessary for successful course completion will be recommended for each course when applicable. Such a level(s) needs to be entered on the course outline. Skill levels may be mandatory only with adequate empirical validation in addition to Content Review, if the target course is other than a reading, writing, and/or math course. In order to specify a basic skill advisory(ies), indicate the course(s) in reading, writing, and/or math for which students should be eligible and complete and attach a Basic Skills Advisories: Content Review Form for each advisory. All transferable courses must have Basic Skills Advisories of ENGL 111 + 112 or ENSL 110 + 155.

When you want to recommend that a course (other than a course in reading, writing, and/or math) be completed satisfactorily prior to enrollment in a target course, you may include a statement at the end of the schedule and catalog descriptions of the target course or you may specify a course advisory in the outline. If you choose to add language to the schedule and catalog descriptions rather than specify a formal course advisory, you should add to the schedule and catalog descriptions a sentence like the following: *It is recommended that students complete _____ or demonstrate the skills addressed in _____ before enrolling in this course.* (See further information on the Content Review instruction sheet for prerequisite/corequisite, basic skills advisories, and course advisory.) For a formal course advisory, complete the Course Advisory: Content Review Sheet.

5. Course Prerequisites/Corequisites

Course prerequisites are those courses that must be completed satisfactorily prior to enrollment in target courses. Corequisites are courses that must be completed during the same term as the target course. Title 5 regulations require that course prerequisites and corequisites for new courses be justified carefully;

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the same consideration must be given when changing prerequisites/corequisites for current courses. The Course Prerequisite/Corequisite form must be completed by the faculty member writing the course outline in conjunction with his/her department faculty, and it must accompany the new course (or course revision form) for a course prerequisite/corequisite established or changed after July 1990. A discussion of Content review is provided on the Content Review form. Course prerequisites/corequisites outside of the discipline may be established only with empirical evidence.

6. Repeatable for Credit   Yes ☐   No ☐

    If yes, number of times _____ and maximum number of units _____.

    In activity areas such as tennis in Physical Education, students may enroll in courses in that subject area, for example, tennis, for a total of four (4) times. The outlines must demonstrate how performance objectives change with each repeat or how a higher level of performance is expected.

    In activity (performance and studio) courses in the visual and performing arts, students may enroll in each course for a maximum of four times if the course is included in a transfer sequence (University Studies sequence). If not included in the transfer sequence, the rule above specified for Physical Education applies, i.e., students may enroll in an activity area such as painting studio for a total of four (4) times.

    For a variable unit credit course, the outline must indicate different objectives and content for each unit (or .5 unit) included. For these courses, the **maximum** number of times a student enrolls in the course is not the determining factor; rather students may enroll in the course and proceed to subsequent units/modules in following terms until all modules/units have been completed—unless the course is in a PE activity or other activity area in which students may enroll for a total of four times as explained above. It is understood that in these variable unit credit courses students do not repeat modules/units previously mastered; rather, each term they proceed to modules/units that they have not yet taken.

7. Grading/Credit

    Method of grading must be specified. Optional Credit/No Credit or Letter Grade means that the course is letter graded by instructors; students, on the other hand, have the option of having the Letter Grade converted to Credit/No Credit if they submit a request by the deadline specified by Admissions and Records. It should be noted that for courses required for a major, four-year institutions will accept letter grades only. It might be noted that most of our non-degree credit courses are offered for C/NC only although this practice could be reviewed.

8. Course Objectives/Exit Standards

    Course/student objectives are those behaviors which students will be able to demonstrate upon successful completion of the course. The list of objectives should contain the major objectives in terms of the observable knowledge and/or skills to be demonstrated as a result of completing the course. Instructors should complete this section in a manner that demonstrates students' use of critical thinking (e.g., apply principles to new situations; formulate and assess problems and solutions; analyze, synthesize, evaluate, compare/contrast concepts/information learned). (Title 5, 55002 [a])

9. Course Content and Scope

    Instructors need to create a topic outline specifying the topics covered and the emphasis generally placed on topics included (Title 5, 55002 [a]). In this section, you should indicate also how the course will address race, class, gender issues if applicable.

    Example: INTERMEDIATE COMPUTER PROGRAMMING TOPICS

    1. Program Design and Implementation
        a) Top down design, structured coding modularity, maintainability.
        b) Testing and program identification

2. Data Structures and Associated Algorithms
   a) Arrays: Review of standard sorting and searching techniques.
   b) Applications: Further matrix computational

3. Data Structure
   a) Binary trees and general trees
   b) Applications: Traversal algorithms, search trees

10. Methods of Evaluation

Instructors indicate in this section the procedures for evaluating student performances appropriate for the course. These procedures must be consistent with the objectives as well as the course content and scope specified in the outline. For degree credit courses a student's grade must be based on demonstrated knowledge/proficiency in the subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays. Essays or other demonstrations of ability to use appropriate symbol systems or other skill demonstrations, where appropriate, must be included in the procedures for measuring student performance.

In the process of describing evaluation procedures, instructors need to mention the kinds of assignments and tests given. The outline of record should be clear enough as to both the standards students must meet and the methods by which it will be determined that these standards have been met. Further, it should be noted that students need to have a fair idea of what to expect and a reasonable degree of comparability of student outcomes across different sections of the same course.

Students will be graded, at a minimum, in at least one of the following two categories. If category (a) is not included in the evaluation, the initiator must explain why substantial writing assignments are an inappropriate basis for at least part of the grade (Title 5, 55002 [a]). See the two categories below:

   a) Substantial writing assignments, including essay exams, term or other paper(s), laboratory report(s), written homework, reading report(s), or other (specify).

   b) Substantial writing assignments in this course are inappropriate because (1) the course is primarily computational in nature; (2) the course primarily involves skill demonstrations or problem solving; (3) other rationale (explain).

11. Required Text(s)

This section includes examples of required reading that are appropriate for the course. The readings specified in this section reflect the department's expectation for students in this course and serve as a guide for faculty in developing their own syllabi. (Title 5, 55002 [a]) For degree credit courses, texts with college-level readability should be used. List the title, author, publisher, and date of publication.

List textbooks or other college-level materials as well as supplies that are required for this course. Determining whether materials are "college level" is a subtle matter, often not reducible to even the best readability formula. Certainly most of the material should be certifiable as at least Tenth Grade, but some well-written works of merit may have a lower readability measure. Some texts may have a high readability measure only because they are poorly written. Affecting the readability computed by using readability formulas are the complexity and breadth of the ideas presented. The value of the content and the quality of the presentation always should be given weight in addition to readability (calculated by formula) alone. Note: Students may be required to purchase only instructional materials that are of continuing value to the student outside of the classroom setting.

12. Reading, Writing and Other Out-of-Class Assignments

This section includes a summary of reading assignments given, projects, and other activities to be completed by students outside of class. Other instructors using the outline (upon approval) should provide the same/similar kinds of assignments, ensuring comparability of course depth/expectations across sections.

C.   Distance Education

When preparing a course for Distance Education delivery, you must complete the Distance Education Form and revise the Course Outline and Course Data Sheet to reflect the change in delivery. You must also submit a course revision form reflecting the addition of the Distance Education (online) option. All Distance Education courses are coded UA (Units Attempted) in the Santa Rosa system. UA means that apportionment may be collected on a per-unit basis rather than for contact hours designated for a course. At this time, we are approving only lecture courses for offering via Distance Education.

When completing the form, make sure you consult with your Division Chair, Associate Dean of Instructional Technology and Development, and your Dean. The completed form and other course documents must be reviewed and approved by the CAC, so the usual process for submitting material to the CAC will be followed.

February 27, 2006

TO: Faculty, Administrators, Academic Managers, & Division Office Managers

FROM: Susan Walter
             Chair, Curriculum Advisory Committee

RE: **CAC DEADLINES FOR NEW COURSE PROPOSALS, REVISIONS OF
             EXISTING COURSES, & PROGRAM CHANGES FOR THE 2007-2008
             CATALOG**

The Curriculum Advisory Committee (CAC) has established the deadlines for all items to be
submitted for inclusion in the *2007-2008 MPC Catalog*. The deadlines are as follows:

MONDAY, OCTOBER 2, 2006:   **Course Proposals/Revisions/Program
                                    Changes submitted to the appropriate
                                    Dean**

MONDAY, OCTOBER 30, 2006:   **Submission from Dean to CAC**

The above deadlines must be met if you are submitting:

  ➢ New course proposals
  ➢ Program changes
  ➢ Course revisions that involve changes in:
      • Basic Skills or Course Advisories
      • Units
      • Prerequisite(s)/corequisite(s)
      • Contact hours
      • Objectives
      • Course content
      • Method of delivery (Distance Education)

**Please note: If a new course will be submitted to meet a specific area of the
             Intersegmental General Education Transfer Curriculum (IGETC) or the
             California State University (CSU) General Education pattern, the course
             must be fully approved by MPC (CAC and Board approval) no later than the
             end of the spring 2006 semester for the 2007-2008 lists. The UC and CSU
             will not allow us to include a course on the IGETC or the CSU General
             Education pattern without their approval; consequently, we must meet
             compliance dates for their review.**

Only proposals submitted on current forms (available on the Intranet or from the Office
of Academic Affairs) will be accepted. Please fill the forms out completely and accurately.
Incomplete proposals cannot be processed and will be returned.

Thank you for your cooperation.

TO MPC'S COURSE NUMBERING SYSTEM

Course Numbers

The college has adopted the following numbering system effective fall, 2005:

1-99 BS/BA Level
Courses numbered 1 through 99 are baccalaureate level courses, carrying lower division baccalaureate level credit at four-year colleges and universities. Not all courses numbered 1-99 are transferable to UC. Check the MPC Catalog description for transferability. Baccalaureate applicable courses in the 1-99 series meet the following criteria:

1. The course is parallel to one offered at a California State University or University of California campus and/or has been accepted as satisfying a general education requirement as indicated by the approved CSU-GE List (California State University General Education List) or the IGETC (Intersegmental General Education Transfer Curriculum).

2. The course has procedural rigor to meet the critical thinking and/or computational levels required for baccalaureate level courses.

Courses in this series are also associate degree applicable.

100-299 Associate Degree
Courses numbered 100 through 299 are associate degree level courses. They are generally, but not exclusively, occupational in nature. Courses numbered 100-199 may transfer at the discretion of the receiving institution.

300-399 Credit, Non-associate
Courses numbered 300 through 399 are intended as developmental courses in reading, writing, mathematics, study and learning skills. They may not be used to fulfill any degree requirements.

400-499 Non-credit
Courses numbered 400 through 499 are courses for which no credit is awarded.

Criteria for Online Course Development
Curriculum Advisory Committee

General Goals of Online Course Development at MPC

The online course program at Monterey Peninsula College will:
- Provide a venue for alternative avenues of learning for students;
- Provide a means for students to complete programs from outside the geographic area;
- Build on what is already offered; enhance what is already done well;
- Attract new students.

General Criteria for Online Course Development Approval

In recognizing the California Community Colleges Distance Education Regulations and Guidelines, the Curriculum Advisory Committee of Monterey Peninsula College adopts the primary concept of Distance Learning as "the use of technology utilized 51% or more of the time to deliver instruction during the course term and where the student and instructor are separated by distance." (CCC DE Regulations and Guidelines, March 2002). Instructors of courses with multiple on-campus sections and in which student demand exceeds the capacity of the sections typically offered are especially encouraged to develop such courses for online delivery. Courses developed and submitted by instructors will be reviewed by CAC for their ability and capacity to serve student needs. The following general categories (not inclusive) are typically eligible:

1. General Education Program courses;
2. Transfer courses listed in Areas of Emphasis under University Studies;
3. Occupational courses;
4. Niche Programs appropriate for online delivery;
5. Courses that serve an audience not able to attend on-campus classes.

Prior to developing a course for online delivery, the instructor should examine plans with the instructional dean for his/her area. Several factors including lab work, enrollment trends, course sequencing and others need discussion prior to planning courses for online delivery.

Online Enrollment Guideline

The first time the course is offered online, the enrollment maximum may be set at 25. After that time, class size is treated as if the course is offered on campus.

Competencies for Online Instructors

I.   **Basic Technology Competencies**:

To ensure the best online instruction possible, instructors must demonstrate basic technology competence, supported by the Office of Instructional Technology & Development Department, to include:

a. The ability to operate within one of the standard campus online operating environments;
b. The ability to use the standard campus word processing applications;
c. The ability to use the standard campus email applications and have an MPC email account;
d. The ability to use the standard campus web authoring program(s) to develop a web page for student information;
e. The ability to use the Internet;
f. The ability to provide for accessibility for the disabled.

II.   Successful Completion of Online Course Development training through the Office of Instructional Technology & Development or other entity.

III.   Course Outline Approval for Online Delivery

a. Distance Education courses will follow the same approval process as on- campus courses. Instructors must meet the same deadlines for approval and adoption to the Monterey Peninsula College Schedule of Classes for the appropriate semester.