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Curriculum writing guide for Mt. San Jacinto College

Laurie Elaine McLaughlin

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CURRICULUM WRITING GUIDE FOR
MT. SAN JACINTO COLLEGE

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education:
Vocational Education

by
Laurie Elaine McLaughlin

June 2001
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MT. SAN JACINTO COLLEGE

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June 2001

Approved by:

Joseph A. Scarcella, Ph.D., First Reader

Ronald K. Pendleton, Ph.D., Second Reader

4/24/01
Date
ABSTRACT

Reform of community college curricula whether driven by societal needs, international competition, educational competition, technological developments, legislative action, funding, or changing demographics, places an ever increasing burden on faculty to respond with revisions in courses and degree program offerings. Faculty at MSJC were in need of a clear, succinct guide for writing effective course outlines, and preparing program proposals and standardized documentation for approval. In addition, the college required a revised internal process for rapidly facilitating the increasing number of curriculum items being submitted.

Using a team of faculty and administrators as advisors, and referring to state guideline resource documents and similar documents from other community colleges, the writing guide was developed. The guide presents all components of curriculum writing. Included in each section is background information on writing the curriculum item, documents necessary for submittal and a description of the process for submittal and approval.

The purpose of this project was to develop a curriculum writing guide to assist faculty at Mt. San
Jacinto College (MSJC) with curriculum development and revision.
Acknowledgments

My three beautiful daughters, Erin, Meaghan, and Kate. I appreciate you more than you will ever know. Thank you for all the support and love you have shown me throughout this long process.

Steve and Barb, a "humble farmer" and an educator extraordinaire - Thank you for everything.

My good friend, and professional supporter, Richard Collins, MA.

My mentor, Marilyn Shipley, Ph.D. who I will always credit with my love for teaching.

Administration and faculty at Mt. San Jacinto College who contributed to this project.

Masters project advisement by Joseph Scarcella, Ph.D.

Technical assistance by Timothy Thelander MA
DEDICATION

To: Steve

The love of my life. Thank you for your never ending support. This would never have happened without you.

Believe me!
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CHAPTER ONE

BACKGROUND

Introduction

The contents of Chapter One presents an overview of the project. The contexts of the problem are discussed, followed by the purpose, significance of the project, and assumptions. Next, the limitation and delimitation that apply to this project are reviewed. Finally, definitions of terms are presented.

Context of the Problem

The relevance and rigor of community college curriculum are vital in determining the future success of students as they pursue higher education and employment placement. Furthermore, changes in student population, technology, workforce requirements, world economics, and national demographics have increased the pressure for change in higher education, and as a result are requiring faculty to respond with increasing curricular modifications.

Faculty devising courses and educational programs at Mt. San Jacinto College are in need of a clear, succinct guide for completing the necessary documentation for
curriculum approval. Prior to this time, faculty have struggled with creating course outlines and educational programs that conformed to state regulations and satisfied the academic rigor required by the local curriculum committee and college governing board.

Purpose of the Project

The purpose of the project was to develop a quality, curriculum writing guide for faculty. The proposed guide was designed to include the components of an integrated course outline with templates, models of effective course outlines, a flowchart explaining the process, and standardized forms for submission.

Significance of the Project

Because the core of excellence in education is the quality of the academic offerings, it is important to ensure the integrity of these aspects at every educational institution. Because a college-wide curriculum writing guide was not in place, a handbook was created to establish standardized documents and processes. For faculty wishing to facilitate curricular changes, using this guide may give them a distinct
advantage over faculty at other colleges with no similar guide in place.

Assumptions

The following assumptions were made regarding this project:

1. It was assumed that a standardized guide for writing curriculum at Mt. San Jacinto College was needed;

2. It was assumed that faculty, if provided with a clear guide, and if the requirements embedded in the guide were consistently applied, the resulting curriculum would enhance the college’s educational program and improve the student’s overall educational experience.

Limitation and Delimitation

During the development of this project, a limitation and delimitation were noted. This limitation and delimitation are presented in the next section.

Limitation

The following limitation applies to this project:

1. The scope of this guide is limited to the use of faculty at Mt. San Jacinto College.
Delimitation

The following delimitation applies to this project:

1. The curriculum writing guide may be utilized by any California Community College.

Definition of Terms

The following terms are defined as they apply to this project.

- **Content** - The subject matter, substance, or materials of a lesson, consisting of facts, concepts, and generalizations (Orlich, Harder, Callahan & Gibson, 2001).


- **Critical Thinking** - Solving problems by means of general concepts or higher order relationships. Instruction in critical thinking generally emphasizes basic analytical skills that can be applied to a wide variety of
intellectual experiences (Ornstein & Levine, 2000).

- **Curriculum** - Planned experiences provided through instruction that enable the school to meet its goals and objectives (Ornstein & Levine, 2000).

- **Curriculum Alignment** - Coordination of instructional planning, methods, materials, and testing in order to accomplish important learning objectives (Ornstein & Levine, 2000).

- **Curriculum Development** - A process involving a group of teachers writing objectives for use in their course and, perhaps other teacher’s courses (Finch & Crunkilton, 1979).

- **Distance Education** - Instruction by people or materials that are distant from the learner in space or time; many distance education projects use interactive television, the internet, and other modern communication technologies (Ornstein & Levine, 2000).

- **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. (California Education Code CCR T.5 §55000 as cited in Curriculum Standards Handbook for the California Community Colleges, 1995).

- **Evaluation** - Determining the effectiveness of a lesson or unit in terms of student outcomes (Orlich et al. 2001).

- **Lesson** - A piece of a unit, in which a given set of objectives or concepts is taught (Orlich et al. 2001).

- **Objectives** - Specific statements of educational purpose, usually written for a particular subject, grade, unit, or lesson; commonly defined in behavioral terms so that student experiences and performance can be observed and measured (Ornstein & Levine, 2000).

- **Prerequisite Skills** - The skills or knowledge students must have before they begin a new learning experience (Orlich et al. 2001).
- **Taxonomy** - A set of standards for classifying ideas, educational objectives or skills into hierarchical categories; for example, Bloom's Taxonomy of cognitive Skills (Orlich et al. 2001).

**Organization of the Project**

This project was divided into four chapters. Chapter one provides an introduction to the context of the problem, purpose of the project, significance of the project, limitations and delimitations and definitions of terms. Chapter Two consists of a review of relevant literature. Chapter Three details the steps used in developing this project. Chapter Four presents conclusions and recommendations drawn from the development of the project. Project references follow Chapter Four. Finally, the appendix consists of the project, Curriculum Writing Guide for Mt. San Jacinto College.
CHAPTER TWO

REVIEW OF THE LITERATURE

Introduction

Chapter Two consists of a discussion of the relevant literature. In order to understand the context of this project, presented is an overview of the history and mission of the community college system in California as it relates to curricular change and impact on faculty and students. Then a presentation of the role and definition of curriculum in the educational experience was provided. Information was supplied outlining the catalysts behind curriculum reform at community colleges. Lastly, reference is made to the documented effects on community college faculty when a streamlined curriculum process is not in place. Information was referenced through such sources as journals, books, faculty survey and personal interview.

History of the California Community College System

While the specific date origins of the California Community College as an independent system is in question, the California Community Colleges are among the
nations oldest and largest, some dating back to the early 1900’s (Knoell, 1997). The California Community College system’s original function was to serve as an educational extension to unified school districts. In effect, a grade thirteen (13) and fourteen (14) were created for a number of reasons (Henry, 1956).

Knoell states that the 1960 Master Plan for Higher Education assigned to the two (2) year colleges’ primary responsibility for providing initial college access for a majority of California college going youth. The California 1960 Master Plan further officially declared the community college to be an essential part of its tripartite system of public higher education, which includes the University of California, and California state system. It had become apparent that current revenue projections would not enable the state's educational system as it existed to accommodate the very large increases in university freshman who were expected in the 1960’s and beyond. The solution therefore was to divert students to the community colleges to complete lower division coursework and for those who wished to and were eligible, a way to smoothly transfer to a public university to complete a baccalaureate-degree program.
The recommended diversion of lower division students to the community college was even more successful than anticipated. Many more students beginning their coursework than had been anticipated made this transition and by 1968 the community colleges were removed from the jurisdiction of the State Board of Education and placed under a new appointed board of governors for the community colleges. This new organizational structure housed its own chancellor and staff appointees (Knoell, 1997).

About one fourth of California's 108 colleges opened their doors in the 1960's after which relatively few new colleges were established. The community college since its inception has been dependent on locally elected trustees and a process of shared governance including, district and college administrators, faculty students, and others (Knoell, 1997).

Mission of the California Community Colleges

The Master Plan of 1960 outlined specifically the functions of the California tripartite higher education system and little has changed in these institutional frameworks. Beginning as extensions of the high school
the California community college emphasizes transfer and vocational-technical education at the lower division level. They have assumed responsibility for developmental or remedial education for students who are unprepared or under prepared for college-level work. The California community colleges are authorized to offer a variety of educational opportunities: a) credit courses that usually meet degree or certificate requirements; b) noncredit courses in basic skills; c) self funding community services classes and services; d) remedial education in consort with a local university; e) contract education with employers who pay full cost of providing courses and programs to their employees; f) contracts with and grants from local, state, and federal agencies (Knoell, 1997).

According to the Fall 2000 California Community College Chancellor's Office Management Information Service (MIS) enrollment data, the California Community Colleges' 108 Colleges provide education to approximately 1.59 million students each semester. Nearly 1 out of 18 adults statewide attend a California Community College each semester. (Management Information Services On-line Statistical Library, 2001) Approximately fifty percent (50%) percent of all students who enter postsecondary
education enroll in community colleges (Striplin, 2000). Considering then the global mission of the current community college system in California, and the significant numbers of students participating in community college education, it is important to recognize that the integrity of the collegiate experience for these constituents rests squarely on the quality of the curriculum.

Defining the Role of Curriculum in Education

There are many existing definitions assigned to the term curriculum, and varying philosophies about the role of curriculum in education. As cited in Wiles (1999), educational leaders including Phenix, Tyler, Doll, and Johnson have varying points of view on the definition of curriculum. Phenix in 1964 suggested that curriculum embodies the subject matter and should consist entirely of knowledge that comes from the disciplines. Tyler in 1949 proposed instead that the emphasis of curriculum is a plan, that curriculum is all of the learning of students that is planned by and directed by the school to attain its educational goals. In 1993 Doll envisioned curriculum as an experience, and generally considered it
to be all of the experiences that learners have under the auspices of the school. Finally, according to Johnson as stated in Wiles (1999) curriculum is concerned not with what students will do in the learning situation but with what they will learn as a consequence of what they do. He emphasized that curriculum is concerned with results. Whether one subscribes to a subject-centered curricular perspective or student-centered curricular perspective by definition curriculum includes a plan or outline of objectives.

According to the Curriculum Standards Handbook for the California Community Colleges Volume I, "community colleges develop as an integral and effective component in the structure of public higher education insofar as they succeed in focusing scarce public resources upon instruction critical to the system. This effort in turn necessarily depends upon the success with which written Outlines of Record for each course communicate to faculty and students alike, in every section of a course, the scope and rigor to be expected in this instruction" (Curriculum Standards Handbook for the California Community Colleges Volume I, 1995, p. iii).
Standards for the written documentation of curriculum and for the design and justification of new programs are thus critical to the system's ability to fulfill its curricular obligations all constituents. "In higher education, it is the written curricula that are the core of the "contract" defining what those who support the institution have the right to expect of that institution as to the knowledge and skill graduates will have gained, and as to the amount of time and other resources that will have to be expended in achieving these outcomes (Curriculum Standards Handbook for the California Community Colleges, 1995 pg. iv).

With carefully constructed written curricula, widespread understanding of curriculum standards, and procedures that give community college faculty jurisdiction in applying these standards, faculty working across the segments can come to work together in an atmosphere of cooperation. It becomes therefore easier not only to articulate courses but also to work with educational partners from other institutions to facilitate student transfer. In addition, such a process can result in a meaningful local review process and help
in avoiding the dampening of much needed curricular innovation (Curriculum Standards Handbook, 1995).

Driving Forces in Curricular Change

According to Finch and Crunkleton in Curriculum Development in Vocational and Technical Education (1993), curriculum is the planned interaction between teachers and students that if successful results in desired learning. Toombs and Tierney (1992) suggest:

...the curriculum is an act of collective response by a collegiate faculty. It is an expression of intellectual accountability, as faculty to external factors - society's expectations and changes in knowledge - and to internal factors, such as student needs. At its best, it is the product of an independent reading by an academic community of what is needed at a particular time and an educational expression of that need. What is studied, how, and why, must then be continually reviewed and revised based on an ever-evolving set of variables and standards. (p. 2)

In general, various groups of legislators, educators, and layman have come to the conclusion that particular attention needs to be paid to curriculum and instruction revision if we are to prepare students adequately for the remainder of this century and the next (Smith & Clements, 1984).
The stimulus for change within a community college often results from a variety of factors beyond classroom walls and off campus grounds. Yee (1998) suggests that the key sources of externally motivated reforms are: societal needs and expectations, international competition, educational competition, technological developments, legislative action and funding. Internally stimulated reforms involve: changing academic values, faculty and curricular reform, brought about by a response to changing demographics and new emphasis on a multiculturalism and a sensitivity to student’s varied learning styles. Another change cited by Barr and Rossett (1994) is the increasing inequalities in income and opportunity that have heightened demands for work force development and the educational systems that are part of that development. These demographic, economic, technological realities challenge the administration and faculty of community colleges and largely effect and burden the curricular change processes at these institutions. "One of the reasons the community college has been so successful in fulfilling it's general education, collegiate, developmental education, occupational education, and community services goals is
the faculties' and administrations ability to make frequent revisions in courses and degrees program offerings" (Smith & Clements, 1984, p. 1).

In a study conducted by Barr and Rossett (1994), ninety three percent (93%) of one college’s faculty respondents reported making changes in their course syllabi.

In an American Council on Education Study by El-Khawas (1986) it was determined that eighty four (84%) of the community colleges in the United States are undertaking serious curriculum review. Zoglin (1981), analyzed nearly a thousand new courses adopted over a two year period at three California community colleges and found the faculty role in creating curriculum change to be far greater than that of the college administration, community, government or outside academic influences.

Considering the impact on faculty workload this spiraling curricular revision trend is having, a review of this factor in relation to faculty morale and job satisfaction follows.
Faculty Participation in Curricular Reform

Willing faculty participation in curricular reform is paramount to its success. Existing research on this subject reveals that maintenance of faculty energy and enthusiasm have strong links in curricular issues and institutional bureaucracy. Studies of the effect of working conditions on faculty attitudes and morale have looked at various aspects of the community college environment. One less satisfying aspect of the college workplace has been identified as high levels of bureaucracy and red tape (Diener, 1985). In discussing the efforts of Miami-Dade Community College toward maintaining faculty vitality, Altshuler and Richter (1985), underscore the importance of "avoiding a static curriculum and implementing a variety of instructional strategies in the classroom" (p. 59). Clagett’s (1980) research with a group of Community College faculty involved in a burnout and stress reduction workshop resulted in a recommendation to establish a college-wide agreement on the promotion of academic excellence and the maintenance of high standards. According to Richard Collins, Dean, Career Education at Mt. San Jacinto
College, in a survey of faculty conducted at Mt. San Jacinto College in the fall of 1999 concerning the curriculum process, of the 27 full time faculty respondents, all expressed varying degrees of frustration and confusion. Collins states "if a college is to secure faculty engagement in ongoing curricular revision, one high priority has to be the maintenance of a streamlined, efficient, clearly communicated, and standardized process. (Personal Communication September 20, 2000)

Summary

A brief history of the California Community College system was discussed. The mission and scope of the California Community College was summarized. A short examination of the role of curriculum in education was presented specifically as it relates to community colleges. An analysis of the driving forces behind curricular reform was outlined. The importance of faculty participation and the need for developing a curriculum guide and process that all faculty can use to frame new and revise existing curriculum is discussed.
CHAPTER THREE

METHODOLOGY

Introduction

Chapter Three documents the development of an easy use curriculum writing guide for Mt. San Jacinto College faculty. For use by educators at that institution, the guide is intended to assist the faculty to smoothly process new and revised curriculum in compliance with local and state requirements and regulations. Specifically, the population served was discussed, which is followed by an overview of the curriculum writing guide development process including handbook resources, curriculum guide structure and content validation. The chapter concludes with a summary.

Population Served

The curriculum writing guide was developed as a resource for career vocational and general education community college instructors who will be developing new and revising current curriculum for courses and programs at Mt. San Jacinto College. The curriculum writing guide is appropriate for use by any California community college instructor seeking to write curriculum meeting
the requirements set forth by the California Chancellor's Office, State Academic Senate and conforming to California Education Code Title V regulations. Ultimately, if the standards and processes outlined in the guide are used, the currency of the course outlines and programs will be ensured, the quality of the curriculum will be strengthened and the excellence of the students' educational experience at Mt. San Jacinto College will be enhanced.

Curriculum Writing Guide Development

The next section of the project provides an overview of the curriculum writing guide development process. The general structure, content and validation of the project are reviewed.

This thesis design project was developed out of the need and concern of the Mt. San Jacinto College faculty and administration to streamline and clarify requirements for the development of new, and the revision of existing courses and programs. It was developed after interviewing many faculty and polling members of the college's curriculum committee as to the success and challenges of the current process of curriculum adoption. The specific
structure was developed in collaboration with the Mt. San Jacinto College Instructional Vice President, academic deans, faculty and administrative co-chairs of the MSJC curriculum committee. A review was conducted of the content of similar documents from other community colleges as well as guideline papers from the Chancellor's Office. The specific needs of Mt. San Jacinto faculty were summarized through informal interviews. As stated in Chapter One, faculty devising courses and educational programs at the college were in need of a clear, succinct guide for completing the necessary documentation for curriculum approval. As a result of this input, the advisement group previously identified outlined the topic areas, forms and processes needing to be addressed in the guide related to curriculum development.

Curriculum Writing Guide
Resources and Content Validation

After examination of a comprehensive list of pertinent documents including: existing community college curriculum guide documents by Riverside Community College and Napa Valley College; several state disseminated
curriculum guideline documents; California Education Code regulations in Title V related to minimum requirements for curriculum documentation; and resources on writing educational curriculum, a final proposal was made to the college instructional administration and the curriculum committee at-large as to the objectives, components, sequencing, content and formatting of the guide. After a consensus was reached by the curriculum committee and administrative staff as to its content the following outline was developed. The components of the guide were intended to supply the faculty with the following: 1) a specific process for approval of all types of curriculum items; 2) specific recommendations on writing courses and programs consistent with educational excellence; 3) supporting documentation, and where needed for clarification, excerpts from California Education Code Title V regulations providing background on current curriculum writing standards and regulations; and the necessary forms for processing paperwork. To ensure that this curriculum writing guide remains current, in compliance with state standards, useful for faculty, and fulfills the needs of the institution it is recommended by the author that an annual survey be given to faculty
to continue validation and further that an annual review by the curriculum committee be executed.

Curriculum Writing Guide
Design

The Curriculum Writing Guide was designed to aid faculty in facilitating the development and processing of all types of curriculum proposals and revisions. The guide is divided into sections, each designed to address a particular segment of curricular adoption or to provide a resource to the educator on a particular subject. There are ten sections in the guide:

I. Curriculum Committee Meeting Schedule and Supporting Documents

This section includes a schedule of meetings of the curriculum committee and technical review subgroup and deadlines of submittal for each month's meetings. Inclusion of this in the resource guide is important because prior to this, one of the chief complaints of the faculty was a lack of awareness of deadlines and meeting dates. In addition, this section provides the faculty with the checklists used by both the curriculum committee and the technical review
subgroup on the particular elements reviewed. The checklists include California Education Code references to support inclusion of these components.

II. Steps in the Process of Curriculum Adoption/Revision - Flow Chart

This section provides a detailed description of the necessary steps to curricular adoption including the forms required for submittal. A flowchart is also inserted as a visual aid for clarification.

III. Guide to Writing Integrated Course Outlines of Record

This section presents a guide to writing course outlines, examining each element of the course outline template adopted by MSJC and describes the importance of and techniques for the integration of all elements. It includes examples of effective behavioral objectives, an example of embedding components of the outline, a handout on Bloom's Taxonomy as well as the forms needed for processing curriculum. A course outline template is provided in this chapter. Faculty are asked to
save this template directly to disk to be used for electronic submittal of curriculum. This aids in the electronic archiving of all curriculum on the college’s internal network and database and easier access to curriculum for all college personnel.

IV. Curriculum Elements Needing Clarification

This section of the guide evolves throughout the school year as faculty surface questions regarding aspects of curriculum development. Clarification memorandums are disseminated to faculty on items such as prerequisites/corequisites/ and advisories, repeatability or the composing of outline addenda i.e. honors and distance education. Faculty are asked to insert these memorandums into this section of the curriculum writing guide. Representative examples of memorandums are included in this thesis project.

V. Executing Revisions to Course Outlines

This section presents information on types of revisions, delineating between major revisions
and minor revisions and provides a form for submittal.

VI. Submitting a New Educational Program Application
This section communicates the requirements for a complete program certificate or associate degree program application to the California Chancellor’s Office. It includes a template with short descriptions of the provisions for supplying the necessary information under each heading. It quotes support material provided by the Chancellor’s Office and when necessary legislative material from California Education Code -Title V.

VII. Revising an Existing Certificate/Associate Degree Program
This section includes forms for submitting revisions to certificate and degree programs.

VIII. Sample Model Course Outlines
This section includes several adopted course outlines that serve as models of effective curriculum. Selected for inclusion are a wide variety of samples representing academic and career education courses where authors have
exercised varying degrees of originality and have still maintained the standards set forth by the college.

IX. State Chancellor’s Office Resource
Documents/Memorandums
Included here are memorandums from Chancellor's Office personnel interpreting legislative action or outlining state procedures. Also in this section the faculty are provided the complete text of the Academic Senate’s Curriculum Handbook (not included in this thesis project but available as a reference).

X. MSJC Resource - Assistance Personnel
Under this section and updated annually are the district’s phone numbers of all curriculum committee, and technical review subgroup members, department chairs, academic deans and instructional support personnel. This is intended to act as a support network within the college to any faculty member wishing to author or revise curriculum.
Summary

The methodology for the development of the curriculum writing guide for Mt. San Jacinto College was stated. The population was addressed followed by an overview of the development, resources, content validation, and the actual design of the guide. Upon completion, this curriculum writing guide was implemented at Mt. San Jacinto College and remains in use with minor edits.
CHAPTER FOUR

CONCLUSIONS AND RECOMMENDATIONS

Introduction

Included in Chapter Four is a presentation of the conclusions gleaned as a result of completing this project. Further, the recommendations extracted from this project are presented. Lastly, the Chapter concludes with a summary.

Conclusions

The conclusions derived from this project follow.

1. In researching for this thesis project, the conclusion was drawn that since no curriculum writing guide existed at Mt. San Jacinto College, and since faculty had expressed dissatisfaction and frustration with the current process, forms, and the lack of resource support available at the college, the development of a current writing guide was necessary.

2. Further, the need to change course outlines and educational programs to meet the rapidly changing educational needs driven by societal
influences and forces within the college requires faculty to respond eagerly and quickly to curriculum reform.

3. The excellence of educational programs and ultimately the students educational experience and performance at the community college and beyond can be limited by the lack of a streamlined, clear process for the addition and revision of courses and programs.

Recommendations

The recommendations resulting from this project follow.

1. Further development of the writing guide should include supplementary information for adapting curriculum to special needs students, strengthening the integration of core academic skills into curriculum course outlines designed for career education programs, as well as the addition of a more extensive section on developing distance education courses.

2. It is strongly recommended that an annual review of the curriculum writing guide be
completed to ensure the maintenance of the quality and currency of the content and that a faculty survey be conducted to gather information on future recommended enhancements.

3. It is urged that electronic access to forms and support resources be improved through the development of a web based presence on the college web site.

Summary

Chapter Four reviewed the conclusions derived from this project. Lastly, the recommendations distilled from this project were presented.
APPENDIX

CURRICULUM WRITING GUIDE

FOR MT. SAN JACINTO COLLEGE
Mt. San Jacinto College
Curriculum Writing Guide

MSJC
Integrated
Course Outline
Curriculum Writing Guide

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V. Executing Revisions to Course Outlines

VI. Submitting a New Educational Program Application

VII. Revising an Existing Certificate/Associate Degree Program

VIII. Model Course Outlines

IX. State Chancellor’s Office Resource Documents/ Memorandums

X. MSJC Resource - Assistance Personnel and Resource Documents
Section I
Curriculum Committee Meeting Schedule and Support Documentation
### Instructional Services - Curriculum Office

#### Curriculum Committee and Technical Review Meeting Dates 2000-2001

<table>
<thead>
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<th>Last day to submit curriculum items to Instructional Office</th>
<th>Meeting Dates **Indicates agenda for which new items can be submitted</th>
<th>Location</th>
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<td>SJC/Rm. 1120</td>
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<td>February 7</td>
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<td>May 21</td>
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# Last submittal date for new catalog
# Mt. San Jacinto College Curriculum Committee, Course Approval/Course Revision Checklist

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Date Received</th>
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<tbody>
<tr>
<td>Author/Submitted by:</td>
<td>Phone #</td>
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</table>

| 1. | Does the course fall within the mission of the college? |
| 2. | Is there a demonstrable need for the course or program that meets the stated goals and objectives, at this time, and in the MSJC service region? |
| 3. | Does the college have the resources to maintain the course or program in which the course is required at the level of quality described in the course outline? |
| 4. | Is this course part of an approved program? If yes, name Program |
| 5. | Is this course part of an approved certificate? If yes, name Certificate |
| 6. | Does the course represent any unnecessary duplication of an existing course at the college? |
| 7. | Is the course written in accordance with state, and federal laws including any licensing body, accrediting agency or special funding provision? |
| 8. | Does the course fulfill an Associate Degree requirement? If yes, name the requirement |
| 9. | Is the course intended to meet the requirements for UC Transfer Course Agreement or CSU General Education breadth? (If yes, attach list of campuses and courses) |
| 10. | Does the course meet the requirements for, and Is the proper documentation attached for application for transfer? |
| 11. | Does the course qualify for a CAN number? Is the number listed in the course description? |
| 12. | Are the Prerequisites/Corequisites/Advisories (If appl). appropriate and validated? |
| 13. | Does the course fulfill the purpose of a prerequisite/corequisite/advisory for a subsequent course? |
| 14. | Is consultation with other departments necessary for possible Cross Listing? |
| 15. | Are the units accurate and appropriate? |

Signature of Faculty Co-chair Curriculum Committee
# Mt. San Jacinto Community College District Technical Review Sub Group - Course Approval/Revision Checklist

<table>
<thead>
<tr>
<th>Course Title:</th>
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<td>Author/Submitted by:</td>
<td>Phone #</td>
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<th></th>
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<th>yes no n/a</th>
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<tbody>
<tr>
<td>1.</td>
<td>Is the course written in accordance with state, and federal laws including any licensing body, accrediting agency or special funding provision?</td>
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<tr>
<td>2.</td>
<td>Are the required District forms accurate, complete and attached? i.e. Cover Sheet, Library Resource Plan, Prerequisite/Corequisite/Advisory, (if applicable)</td>
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<td>3.</td>
<td>Is the “Course Title” a clear indication to the student of the content of the course?</td>
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<tr>
<td>4.</td>
<td>Is the “Course Number” appropriate for the level of study required in the course?</td>
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<td>5.</td>
<td>Are the Semester Units accurate and appropriate?</td>
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<td>6.</td>
<td>Does the &quot;Catalog Description&quot; contain complete sentences written in the present tense, and does it clearly state the goals and outcomes a successful learner will demonstrate at the end of the course?</td>
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<td>7.</td>
<td>Does the &quot;Catalog Description&quot; indicate the intended audience for the course as well as repeatability?</td>
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<td>8.</td>
<td>Are the&quot; Prerequisites/Corequisites/Advisories&quot; (if applicable) appropriate and validated?</td>
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<td>9.</td>
<td>Do the &quot;Course Objectives&quot; describe outcomes in terms of what a successful learner can demonstrate at the end of the course? [Title 5.550029a]</td>
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<td>10.</td>
<td>Do the majority of the &quot;Course Objectives&quot; reflect higher order thinking skills?</td>
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<td>11.</td>
<td>Is the “Course Content” in outline form and utilize subtopics to show the emphasis each topic generally receives? [Title 5.5002(a)]</td>
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<td>12.</td>
<td>Does the &quot;Required Texts and Supplies&quot; section list examples of specific texts with copyright dates or other college-level materials appropriate for the course and representative of current or emerging knowledge and practice? [Title 5.555002(a)]</td>
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<td>13.</td>
<td>Does the &quot;Methods of Instruction&quot; section specify what is appropriate for this specific course (e.g., lecture, lecture/laboratory, discussion, work experience, distance learning, media-aided instruction, computer-assisted instruction, or other and align with course objectives?</td>
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### Course Approval/Revision Checklist

<table>
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<tr>
<th>Course Title:</th>
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| 14. Does the "Methods of Evaluation" section specify procedures which are consistent with the objectives, the course content, and the scope of the course and based on demonstrated proficiency, at least in part, by means of essay, problem-solving exercises or skill demonstrations? [Title 5.55002(a)(A)(B)(C);55758] |
|---|---|
| yes | no | n/a |

| 15. Do the "Examples of reading, writing and outside Assignments" reference both the Course Content and at least one course objective?[Title 5.55002(a)] |
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| 16. Do the assignments listed provide examples that require students to think critically and apply the concepts from the course objectives? |
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| 17. Is the course outline accurate, complete and integrated according to Title 5 regulations? [Title 5.550029(a)(3)] |
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**Signature of Faculty Chair Technical Review Subgroup**
Section II
Steps in the Process of Curriculum Adoption/Revision
Steps in the Standard New Course Approval Process

**Step 1: Preparing your submission**

- Draft your outline of record containing the specific components as required by Title 5 of the California Education Code. For instructions see "Creating an Integrated Course Outline Of Record" (Section III of MSJC Curriculum Guide).
- For all course submittals attach to the front of your package a New Course Outline Cover Sheet (Form A) or Revision to Course Outline (Form D). These forms supply vital information required for approval of the new or revised course.
- For all new course submittals attach to the back of your package the Library Resource Plan (Form B). This form is required to ensure that the library and computing resources are sufficient for students to achieve the expected outcomes of the course.
- For course submittals which will have or act as a prerequisite, corequisite or advisory, additional documentation is required (required by Title 5). Complete form Prerequisite, Corequisite and Advisory Proposal Form (Form E).
- For courses that meet AA/AS General Education, CSU General Education Breadth, UC Transfer Course, or IGETC, additional documentation is required. Contact Curriculum Resource Personnel for instruction on this process. *See list at end of guide.*
- Submit draft of outline to Department Chairperson for review.

**Step 2 Getting on the Curriculum Committee Agenda**

- After the return of your final draft from your Department Chair with recommendation signature, give the completed packet to your Dean of Instruction for review. After the review is completed, at least two weeks before the Curriculum Committee meeting at which you desire your work to appear on the agenda, give the completed packet to the Curriculum Specialist in the Instruction Office at the SJC campus (hard copy and on disk in MS Word format). Attach the Request for Placement on Curriculum Committee Agenda (Form C). All curriculum items will be placed on the next feasible Committee agenda and discussed in order of submittal date.

**Step 3 Review by the Curriculum Committee/Technical Review Subcommittee**

- Committee members will have received and reviewed the agenda and supporting materials before the meeting. You and/or your Department Chairperson or Departmental designee *must present the new course* to
the Committee at the meeting. A brief statement beyond the rationale provided on the application cover sheet could be useful to the committee. Members may ask questions and/or discuss the materials during the presentation. Revision may be recommended on some elements.

♦ **If minor technical revisions are needed, a further review by the Technical Review Subcommittee will be necessary. In this case, the curriculum author must contact the chair of the Technical Review Committee to schedule a time to review needed changes in the curriculum.** At that meeting, feedback will be provided to the curriculum author to bring the outline into compliance. Once the curriculum is approved by the Technical Review subcommittee, the author must make the amendments and provide a copy of the corrected curriculum (a hard copy as well as one on disk in MS Word format) to the Curriculum Specialist for placement on the agenda for a second reading. This must be done two weeks prior to the date of the curriculum meeting at which you would like it reviewed.

♦ **If the Curriculum Committee perceives that major revisions are required to bring the outline into compliance, the outline will be returned to its author for completion of the major revisions.** In this case a future meeting will be scheduled with college resource staff to review MSJC and Chancellor's Office requirements for outlines of record. See Curriculum Personnel Resource list at end of this guide.

**Step 4 Approval or Revision**

♦ The course will either be accepted conceptually at its first reading, accepted with minor revisions or rejected if major revisions are required. Once curriculum is approved for a first reading and all revisions are completed, if needed, it is then scheduled for a second reading. Again, you and/or your Department Chairperson or Departmental designee must present the revisions to the Committee at the meeting. At the second reading, if approved, curriculum is signed off by a Curriculum Committee Co-Chairperson and then sent on by the Curriculum Specialist to the Mutual Agreement Council (MAC) and then on to the Board of Trustees for final approval. Final Drafts with revisions are then entered into the database for archiving. The author will be notified in writing when all approvals have been acquired and the semester the faculty may begin offering the course.
MSJC Curriculum Process Flowchart for Standard Course Approvals

If course is being recommended as a transfer course see your Department Chair for instructions.

Prepare Submission
1. Attach Cover Sheet (A)
2. Attach Library Resource Plan (B)
3. If no Prerequisite/Core-requisite/Advisory is recommended and the course will not be transferable submit to Department Chair for Review.

After the return of your final draft from the Department Chairperson with a recommendation signature, submit the draft to the Dean of Instruction for review.

After the Dean review is completed, at least two weeks prior to the next curriculum meeting submit the completed packet to the curriculum specialist (hard copy and disk in MS Word format) with a request for placement on the curriculum Committee Agenda Form C.

If minor revisions are required, a further review by the Technical Review Subcommittee will be necessary.

You will be notified as to which Curriculum Committee meeting date your submittal will be reviewed. You, your Department Chairperson or designee is required to attend the meeting to present the submitted material.

If major revisions are required to bring the outline into compliance, the submittal will be returned to the author for revision.

The author contacts the chair of the Technical Review Subcommittee to schedule a time to review the needed changes.

After revisions have been completed, using form C - submit hard copy and disk of revised curricula to the Curriculum specialist for placement of the item on the committee meeting agenda for a second reading.

The author contacts college resource staff from the approved list in this guide to review college guidelines for curriculum.

The author or designee must be present to discuss revisions at the second reading. If approved, curriculum is signed off by Curriculum Co-chairs, sent on by the curriculum specialist to the Mutual Agreement Council (MAC), and then on to the Board of Trustees for final approval. The author of the material will be notified in writing when all approvals have been received. It is at this time that the new curriculum will be archived on the database.

New courses are typically implemented for the first time, during the summer following the approval with the publishing of the new school year's catalog.
Section III
Writing Integrated Course Outlines of Record
Mt. San Jacinto Community College District
Creating an Integrated Course Outline of Record

The course outline describes the content and methodology of the course so that a standard is set. More than just specifying the required components of the course, the outline of record states the content and level of rigor for which students enrolled in all sections of the course will be held accountable. It is also the document, which is reviewed to meet accreditation requirements, intersegmental standards, and articulation needs. Instructors of MSJC are obligated to teach the course within the guidelines, while being given full academic freedom as to how the course objectives are met. The following model template is meant to act as a guide to faculty in preparing an outline that complies with Title 5, the Chancellor's Office and MSJC requirements. No two course outlines will look exactly the same although all outlines must have the same key elements imbedded in them. The required key elements and guidelines for their preparation are listed below. (The following information is compiled from the Components of a Model Course Outline of Record document from the Academic Senate for Community Colleges adopted November 1995, Stylistic Considerations in Writing Course Outlines of Record adopted 1998, and Good Practices for Course Approval Processes Adopted 1998).
Devising Effective Integrated Course Outlines

Well written Integrated Course Outlines show that the subject matter is rooted in basic theory and concepts of the discipline in each component of the course outline.

- 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 the objectives.
- Texts are college level and cover the theory and principles of the subject
- Critical thinking is specifically reflected throughout the components.
1. **Course Title:** Is the title a brief (45 spaces) clear indication of course content?

2. **Course Number:** Does the numbering make sense in relation to other offerings of this department? Also if this is a cross-listed class, is documentation from both departments included? Consult with the curriculum specialist for course numbering. When considering a course number, allow yourself enough flexibility to consider the possibility of adding related classes at a future time. Be sure your transfer class is at a lower division standard. Non-degree applicable courses should be numbered less than 70. Transfer courses must be numbered 100 and above.

3. **Units:** List the units and number of Lecture/Lab/ hours based on the following guidelines:
   - **Lecture:** 1 hour lecture per week (with two hours of assignments outside of class) = 1 Carnegie unit.
   - **Lab:** 3 hours lab per week (with no lab assignments outside of class) = 1 Carnegie unit
   - or 2 hours lab per week (with one hour of lab assignments outside of class) = 1 Carnegie unit

   **Note:** All courses require a minimum of three hours of work per week, including class time, for each Carnegie unit of credit, prorated for short term, laboratory and activity courses.

4. **Catalog Description:** Is the description a concise (75 words or less) and clear indication of course content? Description should be written in complete sentences, in the present tense and should summarize what a successful learner can demonstrate at the end of the course. It is important to indicate a statement about the students for which the course is intended. Examples include “first course in the graphic arts major” or “intended for students in allied health majors” or “meets foreign language requirement”.

   Include, if applicable, repeatability information (e.g., "May be taken a total of ___ times for credit.").

   **Clarification:** Only lab courses that increase skills or lecture courses that significantly change content from year to year may be repeated, and courses may not be repeated more than four times.

   Remember that this description is the main vehicle students use to select classes, counselors use to advise, and upon which outside reviewers base their assessments. Strive for a succinct, accurate but comprehensive summary of the course.

**ATTENTION:**
The contents of all course outlines should be submitted in ARIEL 12 pt. FONT
5. **Need/Justification/Goals:** Is this statement an effective summary of the role of the course in the major program or general educational areas in which it is designed to serve? State fulfillment of Degree, Certificate, Transfer or other need.

6. **Prerequisite/s (Requisites), Corequisite, or Advisory courses:** Are these justified as follows? **
   ♦ To insure that the students have the skills concepts, and information necessary to complete the course successfully?
   ♦ To insure the health and safety of the students
   ♦ Is it required in comparable courses by four-year institutions?
   ♦ Is it required by statute or regulation?
   **This requires an additional approval as a separate action. Attach completed Prerequisite Form E See section 4 of the MSJC Curriculum guide for further instruction on this component.

7. **Short Description for the Class schedule:** Is the course described in fewer than 120 characters? Does it represent a composite of the catalog description?

8. **Learning Objectives:** List the major objectives for the course that will be monitored and assessed. Do these statements reflect what the Learner will have learned upon successfully completing the course?
   ♦ Begin the objectives with the following clause: "Upon completion of the course the student will be able to do the following:"
   ♦ Be broad in scope, encompassing the theory, principles and concepts of the course while not being too narrow and specific.
   ♦ Be concise but complete. The numbers of objectives typically range from ten to twenty.
   ♦ List verbs, which demonstrate a measurable outcome. Some examples are: define, discuss, interpret, illustrate, apply, and evaluate.
   ♦ Place the verb at the beginning of the objective.
   ♦ Use verbs showing analysis and critical thinking; rather than say "understand," "identify" or "describe," say "explain" or "compare and contrast." (See chart of "Bloom's Taxonomy of Verbs Requiring Cognitive Outcomes."
   ♦ The expected outcomes must demonstrate that critical thinking is an essential component of the course and are well integrated into methods if instruction and evaluation.
   ♦ Must relate in concept and language to both course description and course content.
9. **Course Content:** This is a comprehensive compilation of course topics. It should list major units of instruction with subtopics in an outline format. Does the content adequately support (integrate) *all of the expected outcomes* (Learning Objectives)? Half a page is not enough. Keep in mind that the content listed in the course outline is *required* to be taught by all faculty teaching the course. Furthermore, the listed content does not limit instructors from going beyond the topics in the outline. Course content should reflect exposure to information related to cultural diversity.

10. **Textbooks:** The current versions of texts and instructional materials should be completely referenced: Author, specific title, publisher and dates of publication. The texts and other instructional reading materials should show the required rigor and scope. In degree credit courses, texts should be written for college-level students. If "instructor-designed materials" are the only citation, a description of the scope should be in the outline and samples included.
   - Supplemental reading materials: If applicable should represent the same rigor as above.
   - Supplies/Equipment: Should be listed if they go beyond the "normal learning supplies".

---

**Assignments, methods of Instruction and Evaluation**

"The Title 5 Regulations do not mandate a comprehensive list of assignments, instructional methods, and evaluations. Rather, the outline must "specify types or provide examples." Thus faculty have the academic freedom to structure the course following their expertise in the subject matter. In all cases these methods must be such that the "stated objectives have been met by students." In addition because the objectives must include critical thinking, the methods of instruction must effectively teach critical thinking and the methods of evaluation must effectively evaluate student's mastery of critical thinking."

Stylistic Considerations in Writing Course Outlines of Record 1998 pg. 14

**11. Methods of Instruction:** The methods must appropriately align with the expected learner outcomes, content and evaluation methods of the course as well as reflect the needs of a variety of learning styles. Choices of methods can include class lecture/discussion/demonstrations, drill and pattern exercises, videos/films/slides/audiotapes, pair and small group activities/discussion, reports and papers, cooperative learning tasks, guest lecturers, computer assisted instruction, distance learning, directed study, work experience and/or internships. However, methods of instruction must tie back to learning objectives and specifically state how the method will apply in the classroom. Examples of this might include: * In-class and out-of-class video presentations of Shakespearean plays followed by instructor-guided analysis of character and plot.
   * Lecture presentation and classroom discussion on current environmental concerns and their impact on scientific study.
12. **Methods of Evaluation:** Explain both the methods of evaluation and the frequency of evaluation. For a degree applicable course, the grades must be based, at least in part, on demonstrated proficiency in written essays and/or problem solving. The concepts delineated in the learning objectives must be integrated into the methods of evaluation such as “Evaluation of final written essay examination and occasional tests for content of terminology, knowledge of subject matter and ability to contrast types of dramatic material.” Rather than saying “evaluation of written analysis” the faculty originators might explain this as “Evaluation of written analyses for content, form, and application of dramatic performance review techniques.”

**NOTE:** Attendance alone is not permitted as an aspect of evaluation. As an acceptable alternative graded, in-class assignments/ tests are permitted as a measure of a student’s participation.

**Specific Grading Policies** if included in the course outline, need not reflect percentages of each evaluation used unless specific restrictions are warranted in the opinion of the author and the Department Chairperson. Overall evaluation elements should delineate the major tasks the student must demonstrate in order to successfully complete the course.

Grading Policies are to be included in the teacher’s syllabus, prepared each semester for each course and submitted to the instructional office. It is recommended that you also supply this to your students.

13. **Examples of Assignments:** List at least two typical assignments that reflect coverage of expected learning outcomes and content. Integrate into assignment samples, examples that emphasize reading, writing and critical thinking. Include at least one out-of-class example, which shows independent work. A full description of the types or examples of assignments are required. For example, rather than indicate “term paper”, state “term paper comparing and contrasting the social aspects of the hunting tactics of two mammal species.”

* **Appropriate reading examples** would list and / or provide examples of the kinds of reading assignments that will achieve the objectives and specifically relate to the topics in the content outline.

* **Appropriate writing assignments** specifically identify the type of writing assignments, such as essays, lab reports, journals, research papers, and critiques. They indicate the kind of thinking necessary to complete the assignments; emphasize critical thinking tasks. Taking notes, outlining, problem solving and listing are writing tasks are also considered suitable for integrating into “outside assignments.”

* **Appropriate outside assignments** establish course rigor and show independent work. It is important in this section to identify any special semester projects as well as those students will be required to complete on a regular basis. Convey through these assignments that students will be required to spend a required two hours of outside preparation time per unit per week for each lecture unit.
* Critical thinking assignments are required in every course and these tasks must be reflected throughout the course outline. Specifically explain which assignments demonstrate critical thinking. Show how students will do independent, higher order thinking. Refer to Bloom's taxonomy contained in this guide for examples of verbs that demonstrate critical thinking. **NOTE: It is not necessary to list these four assignment areas separately so long as all four are clearly reflected in the assignment examples listed in the course outline.**

*** Very important paginate your document and at the end of your course outline add a revision date, for example "CIS-110 rev 8/01."
Sample Behavioral Objectives

- Upon completion of the course, students will be able to apply analysis and problem solving skills to troubleshoot DC circuits (SB Valley College).

- Upon completion of the course, the student will be able to effect positive change in conflict situations arising out of the inappropriate behavior of a child (SB Valley College).

- Upon successful completion of the course, the student will be able to demonstrate proficiency in the following areas:

  - Define, analyze, discuss and explain exercise and sports and the specific factors that influence and affect behavior, compliance, adherence, and performance. (SB Valley College);

  - Upon completion of the course, the student will be able to analyze and evaluate resources, identifying bias, manipulative use of information and personal opinion in information sources. (SB Valley College);

  - Upon successful completion of the course, students should be able to identify and create a standard number and letter outline (RCC);

  - The student will define and demonstrate an understanding of general theatre terminology. (Stylistic Considerations in Writing Course Outlines of Record);

  - The student will analyze and evaluate live theatre as a dynamic art form in comparison to recorded performances in film and television. (Stylistic Considerations in Writing Course Outlines of Record);

  - Upon successful completion of the course, the student will be able to demonstrate through testing, origination of documents, and discussion the ability to compose clear, concise, and effective sentences, paragraphs, and letters. (Antelope Valley College);

  - Upon successful completion of the course, a student will be able to demonstrate dance skills and talents in an intensive rehearsal/ performance of a musical theatre production; (MSJC)

  - Upon successful completion of the course the student will evaluate selected commercial animations, addressing social content, historical significance and artistic technique. (MSJC).
BLOOM'S TAXONOMY of EDUCATIONAL OBJECTIVES

<table>
<thead>
<tr>
<th>Lower Level Skills</th>
<th>Knowledge</th>
<th>Comprehension</th>
<th>Application</th>
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<tbody>
<tr>
<td>Define</td>
<td>Translate</td>
<td>Interpret</td>
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<td>Repeat</td>
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Higher Level Skills

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<th>Analysis</th>
<th>Synthesis</th>
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<td>Distinguish</td>
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<td>Test</td>
<td>Assemble</td>
<td>Revise</td>
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<tr>
<td>Compare</td>
<td>Collect</td>
<td>Score</td>
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<tr>
<td>Contrast</td>
<td>Construct</td>
<td>Select</td>
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<tr>
<td>Criticize</td>
<td>Create</td>
<td>Choose</td>
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<tr>
<td>Diagram</td>
<td>Set up</td>
<td>Assess</td>
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<td>Inspect</td>
<td>Organize</td>
<td>Estimate</td>
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<td>Debate</td>
<td>Prepare</td>
<td>Measure</td>
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<td>Inventory</td>
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<td>Question</td>
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<td>Relate</td>
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<td>Solve</td>
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<td>Examine</td>
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<tr>
<td>Categorize</td>
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<td></td>
</tr>
</tbody>
</table>

When reviewing the specific learning items and writing instructional objectives, keep in mind the cognitive levels expected of students in each area. Focus the majority of objectives at the critical thinking levels.
Examples of the "Alignment of Objectives, Instruction, and Evaluation" adapted from "Stylistic Considerations in Writing Course Outlines of Records" by Bill Scroggins, Academic Senate for Community Colleges.

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Methods of Instruction</th>
<th>Assignments</th>
<th>Methods of Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The student will:</strong></td>
<td><strong>A.</strong> Lecture presentations and classroom discussion using the language of theatre.</td>
<td><strong>A.</strong> Textual analysis in discussion and writing: required study of assigned dramatic texts, including works representative of diverse gender, ethnic, and global.</td>
<td><strong>A.</strong> Evaluation of written analyses for content, form, and application of dramatic performance review techniques.</td>
</tr>
<tr>
<td><strong>A.</strong> Define and demonstrate an understanding of general theatre terminology.</td>
<td><strong>B.</strong> In class reading of dramatic texts by the instructor and students followed by instructor-guided interpretation and analysis.</td>
<td>1. Participation in class discussions about plays.</td>
<td><strong>B.</strong> Assessment of contributions during class discussion.</td>
</tr>
<tr>
<td><strong>B.</strong> Observe and analyze the various components of a theatrical performance.</td>
<td><strong>C.</strong> Follow-up in class performances of selected dramatic texts followed by instructor-guided interpretation and analysis.</td>
<td>2. Preparation of group projects in which major analytical questions are discussed and a major project designed around issues related to play interpretation in performance.</td>
<td><strong>C.</strong> Assessment of participation in and contributions to group projects.</td>
</tr>
<tr>
<td><strong>C.</strong> Interpret and compare dramatic texts as both written plays and in live performance, including works by a variety of playwrights which represent the influence of diversity (such as of gender, cultural background, class, sexual preference, and historical period).</td>
<td><strong>D.</strong> Attendance at required performances preceded by instructor-modeled performance review methods and followed by in-class and small group discussions.</td>
<td>3. Presentation of written criticism around assigned topics.</td>
<td><strong>D.</strong> Evaluation of written criticisms for content, form, and application of critique methodology.</td>
</tr>
<tr>
<td><strong>D.</strong> Differentiate between the play as literature and the play as performance.</td>
<td><strong>E.</strong> Project group meeting in class to develop play interpretation project and group presentation.</td>
<td>4. Written reviews of live performance.</td>
<td><strong>E.</strong> Evaluation of performance reviews for completeness, personal perspective, and application of performance review styles.</td>
</tr>
<tr>
<td><strong>E.</strong> Evaluate the effectiveness of theatrical techniques in performance.</td>
<td><strong>F.</strong> Group presentations of major projects followed by in-class discussion and evaluation.</td>
<td><strong>B.</strong> Analyses of several live performances of amateur and professional theatres presented during the academic quarter.</td>
<td><strong>F.</strong> Evaluation of interpretations of live/textual impact, and performance techniques.</td>
</tr>
<tr>
<td><strong>F.</strong> Examine the organization of theatrical companies and compare and contrast the roles of theatre personal, e.g., producer, director, dramaturge, technical director, actor, choreographer, critic, artistic director, development staff, stenographer and designers, and house manager.</td>
<td><strong>G.</strong> Lecture presentations on the organization of theatrical companies followed by in-rehearsal and back-stage visits at required performances.</td>
<td>1. Attendance at required performances.</td>
<td><strong>G.</strong> Evaluation of final written essay examination and occasional tests for content, terminology, knowledge of subject matter, and ability to compare and contrast types, origins, and presentation modes of dramatic material.</td>
</tr>
<tr>
<td><strong>G.</strong> Analyze and evaluate live theatre as a dynamic art form in comparison to recorded performances in film and television.</td>
<td><strong>H.</strong> In-class and out-of-class video and audio presentations followed by instructor-guided interpretation, analysis, and comparison to live performances.</td>
<td>2. Participation in discussions of performances.</td>
<td><strong>H.</strong> Analyses of several live performances of amateur and professional theatres presented during the academic quarter.</td>
</tr>
<tr>
<td><strong>H.</strong> Analyze the artistic, literary, and cultural perspectives of various playwrights, including, North American, South American, African, Asian, and European.</td>
<td></td>
<td><strong>C.</strong> Readings from class text on theatre appreciation.</td>
<td><strong>C.</strong> Evaluation of written analyses of performances and plays.</td>
</tr>
<tr>
<td><strong>I.</strong> Compare and contrast theatrical conventions of various historical periods and cultures.</td>
<td></td>
<td>1. Application of terms and theories in class discussion.</td>
<td><strong>D.</strong> Listening and viewing.</td>
</tr>
<tr>
<td><strong>J.</strong> Compare and contrast live and recorded interpretations of the same dramatic texts, distinguishing between representational and presentational forms of theatrical art.</td>
<td></td>
<td>2. Application of concepts in written analyses.</td>
<td>1. Study of plays on videotape and audiotape.</td>
</tr>
<tr>
<td><strong>K.</strong> Develop a set of criteria for evaluating art.</td>
<td></td>
<td><strong>E.</strong> Interpretative analyses of published critical reviews of performances and plays.</td>
<td></td>
</tr>
</tbody>
</table>
Examples of integrated Learning Objectives, Methods of Instruction, Example of Assignments, and Methods of Evaluation

Psychology of Aging - Gerontology 112
1. Learning Objective
Identify, compare, and contrast seven (7) psychological theories of adult development and aging.

1.1 Method of Instruction
Lecture, with multimedia presentations/simulations will be used to present psychological theories of adult development and aging.

1.2 Example of Assignments
Using specific criteria, the student will research and report on a current article related to the psychological needs of the elderly and describe the issues raised related to the seven (7) psychological theories of adult development and aging.

1.3 Method of Evaluation
Using specific criteria, on a final exam, the student will write answers to essay questions. An example of an essay would be as follows: "Describe how knowledge of psychological theories of the aging impacts the interaction of gerontology professionals and their patients."

A Brief Survey of US History - History 110
2. Learning Objective
Examine the general origins and evolution of major US political parties and compare their central ideologies.

2.1 Method of Instruction
Small group analysis of text readings regarding major political party with presentations to the class by group participants.

2.2 Examples of Assignments
Working with a topic from the approved list, related to the major political parties, read relevant articles from the newspaper and write a paper in standard English format which analyzes and interprets the topic you have chosen.

2.3 Method of Evaluation
Objective portions of weekly examinations will require students to distinguish critical differences between the reactions by the various political parties to current social issues.
3. Learning Objective
Formulate and interpret geographically referenced data.

3.1 Method of Instruction
Computer demonstrations utilizing applicable software will be used to illustrate the interpretation of geographically referenced data.

3.2 Examples of Assignments
On the Internet, use the search tools you have available to seek out information about GIS and Digital map data on-line covering your own town or city. Make an inventory of Data you located annotating the agencies supplying the data. Write a brief summary description of your assessment of the reliability of the information, support your interpretation with facts.

3.3 Method of Evaluation
Weekly in-class worksheet assignments will require the student individually or in groups to read, measure, and interpret geographic data.
1. Course Title: ____________________________
   (Enter Title of Course)

2. Course Number: ____________________________
   (Enter Department Name and Course Number (i.e., BUS 105))

3. Semester Units: ____________________________
   Semester Hours: ____________________________
   Week/Lecture: ____________________________
   Week/Lab: ____________________________

4. Catalog Description: (75 words or less)

5. Need/Justification: (brief summary of the need for the course as it relates to the mission of the college)

6. Prerequisite(s), Corequisites, Advisory: (list course(s) and skills needed upon entering or in tandem with course to be taken)

   Information in this section will only be entered into database only upon the board approval of the prerequisite/corequisite/advisory

   Board Approval Date ____________________________

7. Short Description for the class schedule: (120 characters)
8. Learning Objectives: (express in behavioral terms)
Upon the completion of the course the student should be able to do the following:

9. Course Content: (outline of main topics and subtopics)

10. Textbook (s): (Most current edition of textbook listed or similar text of parallel level. The suggested texts must cover the course content and be an appropriate instructional tool for achieving the objectives and implementing the methods of evaluation and instruction).
    The required college-level textbooks may include, but are not limited to the following:

Required:

(Author)

(Title)

(Publisher) (Edition or most current)

Supplemental:

(Author)

(Title)

(Publisher) (Edition or most current)

Other Reference Materials/Supplies
11. Methods of Instruction: (reflective of a variety of learning styles)
Methods of instruction may include, but are not limited to the following:

12. Methods of Evaluation:
A student's grade shall be determined by the instructor using multiple measures of performance related to the course objectives. Methods of evaluation may include but are not limited to the following:

13. Examples of Assignments: (Describe sample assignments, which demonstrate level of difficulty expected, including writing, reading, out of class assignments. Critical thinking should be integrated into those assignments listed).
Students will be expected to understand and critique college level texts or the equivalent. Reading, Writing as well as out of class assignments are required. These assignments may include but are not limited to the following:

Course #/Revision date (month/Year)
New Course Outline of Record
Proposal Cover Sheet

Submitted by ____________________________ Date __________________
Campus Location ____________________________ Phone _______________
Department ____________________________ Budget-Site Code ___ Program ___ ___
Course Title ________________________________
Suggested Course Number __________________________ TOPS Code ___________
Rationale (Need): (Include in body of course outline)

General Information
Credit units ______ Sem. Hours Total ______ Lecture ______ Lab _______
Maximum Enrollment________________________

Prerequisite/Corequisite/Advisory required for this course? ______ if yes, attach
Prerequisite Form E for separate approval

Degree credit ____ Non degree credit ____ Non-Credit ____ Credit transfer____

Repeatability: Not Applicable ____________ or
May be taken ______ times for credit (max 4) on the following basis:
_____ It is a laboratory class that emphasizes the development of skills over time.
_____ It is a lecture course in which the content varies from year to year.

Education Codes Applicable:
Associate Degree/General Education/Occupational *Area/Major (s) ____________
CSU General Education/ Breadth *Area/Major (s) ____________
UC Transfer *Area/Major (s) ____________
IGETC *Area/Major (s) ____________

1. Course Author ____________________________ Date ______________
2. Department Recommendation ____________________________ Date ______________
3. Instructional Dean Review ____________________________ Date ______________
4. Curriculum Committee Approval ____________________________ Date ______________

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Library Resources Form B
Joint Review Worksheet for New Courses/Programs
To be completed jointly by curriculum originator and librarian

Please note: Special expenditures and/or costs for library support are not reasons for denial of a course.
If courses are to be taught on both campuses, library holding on each campus should be reviewed. Librarians will work with faculty to assess current collections and recommend materials.

Date: ____________ Curriculum Originator _______________________________

New Course: Course will be taught at:  SJC _____ MVC _____ Both _____
Course Title and Number ____________________________ Department _________
Projected Enrollment per section _____  Projected number of sessions _____

New Program: Course will be taught at:  SJC _____ MVC _____ Both _____
Program Title ________________________________ Department _________
List of Courses in Program and Projected enrollment per course (in parentheses):

____________________________________ ( ) ____________________________ ( )
____________________________________ ( ) ____________________________ ( )
____________________________________ ( ) ____________________________ ( )
____________________________________ ( ) ____________________________ ( )
____________________________________ ( ) ____________________________ ( )

Based upon the following worksheet:

a. Does the library have adequate support material for this course/program? Yes _____ No _____ N/A _____

b. If no, outline a brief plan identifying materials necessary for adequate course support. MSJC librarians will work with you to identify appropriate materials and estimate costs for acquiring new resources. Attach additional sheets as necessary. (The plan will be kept on file in the library).
1. Book Collection: Holdings are: Strong ____ Adequate ____ Inadequate ____
Recommendations/Comments __________________________________________

Estimated cost for new materials ______________

2. Periodical and Index Collections: Holdings are: Strong ____ Adequate ____
Inadequate ____
Recommendations/Comments __________________________________________

Estimated cost for new materials ______________

3. Electronic Databases: Holdings are: Strong ____ Adequate ____
Inadequate ____
Recommendations/Comments __________________________________________

Estimated cost for new materials ______________

4. Other Material/Equipment: Holdings are: Strong ____ Adequate ____
Inadequate ____
Recommendations/Comments __________________________________________

Estimated cost for new materials ______________

5. Are library service hours adequate for this course/program? ____ yes ____ no
   ____ no ____ N/A
If no, please explain __________________________________________________

6. Will library assignments be used in the new course/program? __ yes __ no

7. Will this course/program require the assistance of library faculty for
   orientations or other library instruction? ____ yes ____ no

8. Total estimated cost for acquiring new library material to support this
course/program $ ______________

Curriculum Originator ___________________________ Date ______________
Librarian ___________________________ Date ______________
9/98
Request for Placement on Curriculum Committee Agenda  Form C

To: Curriculum Committee via Curriculum Specialist
From: 
Date: 
Proposed agenda item: check box below

<table>
<thead>
<tr>
<th>New Course</th>
<th>New Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course No.</td>
<td>Course Title</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rationale:

(Note: Attach original and one copy of completed course outline of record and/or program proposal and all applicable forms)

Course Deactivation

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Rationale:

Course Revision  Program Revision

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Rationale:

(Note: Attach original and one copy of revised course outline of record and applicable forms as well as one copy of initial version of course outline or program application.)

Other

Brief statement of proposed agenda topic

(Note: Attach documents as necessary)
Section IV
Curriculum Elements Needing Clarification
September 14, 1999

To: MSJC Faculty
From: Laurie McLaughlin
Re: Clarification - Repeatability

Many of you have asked to have the issues of repeatability clarified for you. I have attached documentation from the Academic Senate that I think will clear up most of the questions you may have. If you still have questions about your courses either approved or pending related to repeatability please give me a call and we will discuss.

Please add this documentation to your Curriculum Resource Guide under Section Four Curriculum Elements Needing Clarification.
Course Repetition

Courses may be repeated up to three times (that is, taken up to four total times) if the course content differs each time a student repeats it. Course repetition requires that the student gains an added educational experience in which particular skills are enhanced or for which individual study or group assignments are the primary modes of instruction each time the course is taken. The curriculum committee must assure that the course outline of record clearly states the enhanced educational experience gained with each repetition or that the method of instruction is individual study or group assignments. The catalog description of the course must include the repeatability limitation, e.g., "this course may be repeated three times," "this course may be repeated for a total of 6 units earned," or "may be taken four times." Colleges with delegation of curriculum approval authority may assign repeatability without Chancellor's Office approval (see the section of this paper on "Maintaining Delegated Approval Authority"); from Title 5:

Title 5, 958161(c) Course Repetition
State apportionment for repetition of courses not expressly authorized by this section may be claimed upon approval of the Chancellor in accordance with the following procedure:
(1) The district must identify the courses which are to be repeatable, and designate such courses in its catalog;
(2) The district must determine and certify that each identified course is one in which the course content differs each time it is offered and that the student who repeats it is gaining an expanded educational experience for one of the two 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.
(3) The district must develop and implement a mechanism for the proper monitoring of such repetition. The attendance of students repeating a course pursuant to this subsection when approved by the Chancellor, may be claimed for state apportionment for more than three semester or five quarters.

The Curriculum Standards Handbook includes the following guidelines as well:

4.8.2 Repeatable Courses
Courses that develop similar skills but (a) at increasingly sophisticated levels of practice, and/or (b) that are applied to different content (such as a drama course in which students master increasingly demanding roles in different plays) may be offered as repeatable courses, if approved for that purpose by the Chancellor's Office, or if the college has delegated course approval authority.
Each such repetition of a course must be designed to create a discernibly higher level of achievement that the academic progress is clearly defined and the grading standards increase substantially with each repetition.
A given student may take the repeatable course for credit, and for state apportionment, for up to the number of times the college has specified, but for no more than a total of four times altogether.
A college may indicate the sequence of repeatable courses with differing letters or numbers or course titles, such as 101A-D, or 101-4, or "Beginning", "Intermediate", and "Advanced". Or the college may simply permit a student to enroll up to three additional times after completion of the course in question for the first time. But the college may not do both: it cannot both designate a series of courses of increasingly advanced work in the same subject area, and than permit repeated enrollment at each of those levels.
CONDITIONS ON STUDENT ENROLLMENT AT MSJC
Prerequisites, Corequisites and Advisories (Recommended Preparation)

Appropriate prerequisites are of benefit to both students and faculty. Prerequisites serve to inform students of the knowledge and skills that is required in order for them to succeed in the course and to insure their health and safety. The result for faculty is that they can teach students who are well prepared for the level of content being taught. Establishing prerequisites however requires a careful analysis to ensure that these restrictions do not unnecessarily limit student access to courses.

1 Prerequisites and Corequisites

The method used to maintain an existing prerequisite/corequisite/advisory or to establish a new prerequisite/corequisite/advisory is called "level of scrutiny." The required level of scrutiny documentation varies depending on the type of prerequisite/corequisite/advisory course being proposed.

### Type #1 - Courses "within or across sequences" in a specific discipline/vocational area:

<table>
<thead>
<tr>
<th>Examples: Target Course</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automotive Electronics 102</td>
<td>Automotive Electronics 101</td>
</tr>
<tr>
<td>English 102</td>
<td>English 101</td>
</tr>
<tr>
<td>Math 096</td>
<td>Math 090</td>
</tr>
</tbody>
</table>

A pre- or co-requisite may be established provided that the courses are part of a sequence of degree applicable courses within a given discipline.

### Type #1 Level of Scrutiny: Content Review (Form E1)

Procedures:

**Step 1** - Review the requirements and content of the "target" course to determine the entering skill competencies needed for students to be successful in the course.

**Step 2** - Examine the exit skill competencies of possible pre/co/advisory requisite course(s) in order to identify a significant degree of curricular alignment, between the target course and the desired prerequisite course.

**Step 3** - Complete the required content review form.
### Type # 2- Transferable courses from another discipline/subject area (excluding English and math “computational skills” courses):

<table>
<thead>
<tr>
<th>Examples:</th>
<th>Target Course</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mult 158</td>
<td>CIS 110</td>
</tr>
<tr>
<td></td>
<td>Mult 130</td>
<td>Art 105</td>
</tr>
</tbody>
</table>

A pre or co-requisite in another discipline may be established provided that, in addition to content review, three UC or CSU campuses (note: equivalent courses from other community colleges will not suffice) can be identified that offer the equivalent course with the equivalent prerequisite.

**Type #2 Level of scrutiny: Content Review (see above) And ⇒ documentation of equivalent prerequisite at three UC/CSU Campuses (Form E2)**

### Type #3 – English communication and math “computational skills” course, for a course in another discipline/subject area:

<table>
<thead>
<tr>
<th>Examples:</th>
<th>Target Course</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Astronomy 101</td>
<td>Math 090</td>
</tr>
<tr>
<td></td>
<td>Philosophy 112</td>
<td>English 101</td>
</tr>
</tbody>
</table>

A pre- or co-requisite in English communication and math “computational” skill courses may be established for a target course provided that in addition to content review, data collection summaries/research analysis is provided that supports the requirement.

**Type #3 Level of Scrutiny: Content review (see Type 1) And ⇒ Data collection/ research analysis (Form E3)**

Acceptable data might include:
- A summary of the extent to which students who have taken the prerequisite course feel it is necessary.
- A synopsis describing the student’s readiness for the course. How well can the faculty member tell if the student has really taken the prerequisite?
- A statistical comparison, at any point during the course of the students’ performance with whether or not the student has completed the prerequisite.

In addition to content review, and as an augmentation to statistical analysis, three UC or CSU campuses (not Community Colleges) can be identified that offer the equivalent course with the equivalent prerequisite.
Type #4 – Health and Safety Considerations

Examples: Target Course | Prerequisite
AH 054 | AH 073
ECS 111 | ECS 101 or ECS 110

A pre-requisite or Co-requisite may be established provided that the course for which the prerequisite is proposed is one in which without it, the student might endanger his or her own health and safety and that of others.

Type #4 Level of Scrutiny: Content Review (see Type 1)
And ⇒ Faculty should also review the applicable provisions of the Federal Government’s Americans with Disabilities Act of 1990 in regard to any provisions that specifically relate to students with disabilities and the Federal Vocational Educational provisions that relate to students with limited English skills and summarize considerations, data and research. (Form E3)

2. Recommended Preparation - Advisories/Departmental Recommendations

Type #5-Advisories – Recommended Preparation
Advisories for recommended preparation are intended to identify skills that will broaden or deepen a student’s learning experience, but without which a student will still succeed in the course. A recommended advisory does not block student enrollment for a course—a student is free to accept or reject the advisory information.

Examples: Target Course | Recommended Preparation
Mus 119 | Mus 101 (concurrent)
Engl 203 | Engl 098

Type #5 Level of Scrutiny: Content Review (see Type 1)
For the following Course Program:

It is recommended that the following course program:

Be established as a Prerequisite as follows:

<table>
<thead>
<tr>
<th>Prerequisite/Corequisite Type</th>
<th>Justification attached (Form E1, E2, or E3)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type #1 Prerequisite</strong> (Within a discipline in a sequence)</td>
<td>Content Review Form E1</td>
</tr>
<tr>
<td><strong>Type #1 Corequisite</strong> (Within a discipline in a sequence)</td>
<td>Content Review Form E1</td>
</tr>
<tr>
<td><strong>Type #2 Prerequisite</strong> (other discipline- excluding English or computational math)</td>
<td>Content Review Form E1 And ⇒ UC/CSU Prerequisite/Corequisite Justification form E2</td>
</tr>
<tr>
<td><strong>Type #2 Corequisite</strong> (other discipline- excluding English or computational math)</td>
<td>Content Review Form E1 And ⇒ UC/CSU Prerequisite/Corequisite Justification form E2</td>
</tr>
<tr>
<td><strong>Type #3 Prerequisite</strong> (english or math computational course for courses in another discipline)</td>
<td>Content Review Form E1 And ⇒ Data collection/Research Analysis Summary E3 and/or UC/CSU E2 Prerequisite/Corequisite Justification form</td>
</tr>
<tr>
<td><strong>Type #3 Corequisite</strong> (english or math computational course for courses in another discipline)</td>
<td>Content Review Form E1 And ⇒ Data collection/Research Analysis Summary E3 and/or UC/CSU E2 Prerequisite/Corequisite Justification form</td>
</tr>
<tr>
<td><strong>Type #4 Prerequisite</strong> (health and safety)</td>
<td>Content Review Form E1 And ⇒ Data collection/Research E3</td>
</tr>
<tr>
<td><strong>Type #4 Corequisite</strong> (health and safety)</td>
<td>Content Review Form E1 And ⇒ Data collection/Research E3</td>
</tr>
<tr>
<td><strong>Type #5 Recommended Preparation - Advisory</strong></td>
<td>Content Review Form E1</td>
</tr>
</tbody>
</table>

Submitted by ______________________________ Date _____________

Recommended Approval by:

Department Chairperson ______________________________ Date _____________

Instructional Dean ______________________________ Date _____________

Curriculum Committee Co-Chair ______________________________ Date _____________
**Target course:**

**Prerequisite Course**

**Corequisite Course**

**Advisory/Recommended Course**

**Instructions**

1. List all exit competencies (skills) from the prerequisite/corequisite/advisory course. These skills are listed in the "Learning Objectives" section of the course outline. (Upon completion of the course students should be able to do the following:"")

2. Indicate which of the listed exit competencies are necessary entry skills needed for success in target course. Mark with an "x" next to each needed skill.

**Skills Analysis**

Exit skills outlined in prerequisite course | Entry skills needed for success in target course
---|---
1. |
2. |
3. |
4. |
5. |
6. |
7. |
8. |
9. |
10. |
11. |
12. |

(Continue on extra page as needed)
A prerequisite/Corequisite in another discipline may be established provided that, in addition to the *Content Review*, three University of California or California State University campuses can be identified that offer the equivalent course with the equivalent prerequisite.

**MSJC Target course:**

- **Prerequisite Course**

- **Corequisite Course**

- **Advisory/Recommended Course**

**Instructions:**

1. **List below three UC or CSU campuses that offer an equivalent course** with the equivalent prerequisite/corequisite in order to demonstrate that, in fact, the prerequisite in question is a usual, customary, and reasonable one.

2. **Attach Photocopies** of the UC and/or CSU course descriptions from the respective catalogs. Identify the campus and catalog year on each photocopy.

<table>
<thead>
<tr>
<th>Three UC and / or CSU campuses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Target Course:

Prerequisite Course

Corequisite Course

Advisory Course

**Instructions for English or Math courses acting as a course prerequisite**

1. List the statistics, data sources, and a summary of the results of research that justifies requiring this course as a prerequisite/corequisite/advisory. Backup justification is needed, please attach.

**Instructions for Health and Safety Review**

1. List the statistics, data sources, and a summary of the results of research which justifies requiring this course or test as a prerequisite/corequisite/advisory
MSJC Honors Course Outline Addendum

Department: Course Name and Number:
Addendum Originator: Planned Implementation Date:

1. Goals:

2. Topics to be Covered:

3. Instructional Objectives:

4. Enrichment Assignments:

5. Evaluation:

Course # (Revision or New) -- date
**MSJC Distance Learning Addendum**

Department: 

Addendum Originator: 

Course Name and Number: 

Planned Implementation Date: 

Distance Learning Instruction Method: 

- Telecourse
- Online Hybrid
- Fully Online

1. **Distance Learning Component Description:** (Describe how this course will be offered using technology, include amount of face to face hours vs. telecourse or online hours).

2. **Outline, objectives, and content:** (Relate the course objectives to the distance learning instruction methods when appropriate. *(NOTE: Fully online courses require the use of at least one asychronous discussion component).*

3. **Evaluation:** (Describe distance learning evaluation methods that will be applied in the presentation of this course).

4. **Sample Assignment:** (Describe a sample assignment that will employ the use of the distance learning instruction method selected).

Course # (Revision or New) -- date
**MSJC Distance Learning Addendum**

Department: HS/NUTR  
Course Name and Number: HS 121

Addendum Originator: Del Helms  
Planned Implementation Date: Fall 2000

Distance Learning Instruction Method: Telecourse [ ] Online Hybrid [ ] Fully Online [X]

Distance Learning Component Description: (Please describe how this course will be offered using technology, include amount of face to face hours vs. telecourse or online hours).

This course will be delivered asynchronously using computers, the WWW, e-mail, chat, threaded e-mail, and presentation software.

Outline, objectives, and content: (Please relate the course objectives to the distance learning instruction methods when appropriate. (NOTE: Fully online courses require the use of at least one asynchronous discussion component).

This course will adhere to the same objectives as the approved course outline for HS 121- Fundamentals of Healthful Living with the exception that the course materials will be delivered via the WWW in the form of web pages and PowerPoint presentations converted into HTML format. The web pages and PowerPoint slides may contain audio/visual materials in the form of graphs, charts, illustrations, pictures, diagrams, video and audio material.

Student discussion will be achieved via chat with other students and the instructor, threaded e-mail discussions with other students and the instructor, and private e-mail transmissions with other students and the instructor.

Textbook readings, ancillary readings and web research projects will be posted on the web-site.

Grades will be made privately to students via e-mail and/or the course management software.  
(Final course grades will only be available by requesting a transcript).

Evaluation: (Please describe distance learning evaluation methods that will be applied in the presentation of this course).

A minimum of two mid-term exams will be given with the intent of evaluating:
1. student comprehension of course material
2. student application of course material beyond the traditional classroom

The comprehensive final exam will be proctored at an authorized testing center and account for 25% of the student's final grade.

Written projects will be submitted via e-mail and/or posted within threaded e-mail discussions.

Online evaluations and surveys will be submitted via the course management software.
Sample Assignment: (Please describe a sample assignment that will employ the use of the distance learning instruction method selected).

Students will be required to assess their risk for disease based upon their individual BMI calculations. Students will be required to visit a web-site that calculates their BMI and students scoring at moderate to high risk for disease based upon their BMI score will need to research the American College of Sports Medicine web-site, and create a sample exercise program to reduce weight. The sample exercise program will be submitted via e-mail in an RTF format. Students not falling within moderate to high risk levels will be required to visit either the American Heart Association, and/or American Cancer Society web sites and complete an online assessment for their risks for cardiovascular disease and/or cancer. They will need to write a one page synopsis pertaining to a risk factor they possess. If they do not possess any risk factors, they will be required to write a one page synopsis of a risk factor of their own choosing. The results will be submitted to the instructor via email for evaluation.

HS 121 revised 2/01/00
MSJC Distance Learning Addendum

Department: HS/NUTR  
Course Name and Number: NUTR 101

Addendum Originator: Del Helms  
Planned Implementation Date: Fall 2000

Distance Learning Instruction Method: Telecourse [ ] Online Hybrid [ ] Fully Online [X]

Distance Learning Component Description: (Please describe how this course will be offered using technology, include amount of face to face hours vs. telecourse or online hours).

This course will be delivered asynchronously using computers, the WWW, e-mail, chat, threaded e-mail, and presentation software.

Outline, objectives, and content: (Please relate the course objectives to the distance learning instruction methods when appropriate. (NOTE: Fully online courses require the use of at least one asynchronous discussion component).

This course is the same as the NUTR 101 course with the exception that the course materials will be delivered via the WWW in the form of web pages and PowerPoint presentations converted into HTML format.

Student discussion will be achieved via chat with other students and the instructor, threaded e-mail discussions with other students and the instructor, and private e-mail transmissions with other students and the instructor.

Textbook readings, ancillary readings and web research projects will be posted on the web-site.

Grades will be made privately to students via e-mail and/or the course management software.  
(Final course grades will only be available by requesting a transcript).

Evaluation: (Please describe distance learning evaluation methods that will be applied in the presentation of this course).

Student work will be evaluated for completeness, to determine the comprehension of nutrition concepts. Additionally students will be expected to use the knowledge garnered throughout the course and apply this knowledge towards current issues.

A minimum of two mid-term exams will be given with the intent of evaluating:
1. student comprehension of course material
2. student application of course material beyond the traditional classroom

A comprehensive final exam worth 25% of the student’s grade will be administered at a certified testing facility.

Written projects will be submitted via e-mail and/or posted within threaded e-mail discussions.
Sample Assignment: (Please describe a sample assignment that will employ the use of the distance learning instruction method selected).

**Students will be required to demonstrate their understanding of the food guide pyramid by completing a three day diet plan that includes the appropriate serving of foods from each of the food groups represented within the food guide pyramid.** Students will also need to demonstrate their knowledge of energy balance by assessing their individual energy needs. Their individual energy needs can be determined by visiting a web-site that calculates BMR and combines the results with the individual's activity level and the thermic effect of food. **Based upon this discovered knowledge of energy needs and the food guide pyramid, students will develop a plan that meets their nutrient requirements while maintaining an appropriate energy balance.** Student work will be submitted via e-mail to the instructor for evaluation.

NUTR 101 revised 5/10/00
Section V
Executing Revisions to Course Outlines
**Revising an Existing Course**

*Bring revisions before the curriculum committee for the following:*  
Use the course revision proposal form (Form D) and forward to the appropriate instructional office. Include the current course outline of record (before revision), and the departmental meeting minutes reflective of an endorsement vote on the curriculum submission.

<table>
<thead>
<tr>
<th>1. Change in course number</th>
<th>(More appropriate sequencing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Change in Title</td>
<td>(Clearer indication of course content)</td>
</tr>
<tr>
<td>3. Change in the number of units</td>
<td>(Increase or decrease in the number of hours – include justification)</td>
</tr>
<tr>
<td>4. Change in Prerequisite., Corequisite., or Advisory</td>
<td>(This requires special attention see reference *** )</td>
</tr>
<tr>
<td>5. Change in Catalog Description</td>
<td>(Clearer indication of course content)</td>
</tr>
<tr>
<td>6. Change in short Description for the class section</td>
<td>(Limit to 120 characters)</td>
</tr>
<tr>
<td>7. All Distance Education and Honors Addenda for existing courses</td>
<td></td>
</tr>
<tr>
<td>8. Learning Objectives</td>
<td>(Should describe measurable student learning outcomes)</td>
</tr>
<tr>
<td>9. Course Content:</td>
<td>(Should list general topics taught)</td>
</tr>
<tr>
<td>10. Methods of Instruction</td>
<td>(Should be appropriate to course content)</td>
</tr>
<tr>
<td>11. Examples of Assignments</td>
<td>(samples must reflect critical thinking, reading and writing)</td>
</tr>
<tr>
<td>12. Methods of Evaluation</td>
<td>(Should be integrated with methods of instruction)</td>
</tr>
<tr>
<td>13. Course Textbook/Materials</td>
<td>(Should provide current examples of suitable texts/materials)</td>
</tr>
</tbody>
</table>

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Revision to Course Outline of Record

Course Identification

Submitted By ___________________________ Date __________

Campus Location _______________________ Telephone # __________

Course Title ____________________________ Dept. ________

Course Number ________________________

Revision Parameters

1. Nature of Revision is anticipated to require full committee review and approval. (Two Readings Required).
Revision Elements

Rationale

2. Nature of Revision is anticipated to be placed on consent agenda for committee vote (Minor revision - One Reading Only). These include revisions that do not impact course objectives, content, units, or course numbering. All prerequisites/Corequisites and Advisories are one read only.
Revision Elements

Rationale

3. Nature of Revision is anticipated to be an information item only/no action/no technical changes needing approval.
Revision elements

Rationale

NOTE: Attach original course outline before revision as well as the proposed version

1. Course Author __________________________
2. Department Recommendation __________________________
3. Instructional Dean Recommendation __________________________
4. Curriculum Committee Approval __________________________
Section VI
Submitting a New Educational Program Application - Degree or Certificate
An educational program by definition of the State Chancellors Office is as follows:

- Is published in the college catalog with a specific title
- Awards a Degree or Certificate
- Has a specific set of required courses
- Has stated goals and objectives

(a) Before offering any course as a part of an educational program at a college, the governing board of a district shall obtain approval of the educational program from the chancellor in accordance with the provisions of this article. Approval shall be requested on forms provided by the chancellor. [CCR T.5 §55130 9a)]

Documentation Required for State approval of New Educational Programs

CCR T.5 §55130 (b) The application for approval [of a new educational program] shall contain at least the following:

Mission

Are the Goals and objectives of the proposed course or program, as stated in the program application, consistent with the mission of the community colleges as formulated in Title 5?

#10 Statement of Goals and Objectives
A statement must be submitted that defines the goal(s) of the proposed programs, i.e. the job market or baccalaureate major, and the major program objectives, i.e. the knowledge and skills that students are to acquire as the result of successfully completing the program, that will enable them to fulfill the program goals. The criterion regarding the mission is fulfilled if the goal of the proposed program, as borne out in the program design, is either or both:

- **Transfer**- Courses required in the program includes (but need not be limited to) transfer. Courses required in the program are specifically designed to be transferable, not only as electives, but to fulfill the lower division requirements of a major in at least one four-year college.
- **Occupation**- The stated goal of the program includes (but is not limited to) the preparation of students for one or more occupations specified in the goal. The objectives of the program list the main competencies students will have achieved that fulfill the needs and requirements of that occupation.

#11 Catalog Description
Description of the program as it will appear in the catalog.
#12 Rationale -
The rationale explains at a conceptual level what role the proposed program, given it’s stated goals and objectives would fulfill in the curriculum. It should include history on how the program came about, why it is critical, why it is especially appropriate for the college etc. This item should be used to justify program objectives or the inclusion of the course as a requirement. This is an important narrative to reviewers. It is a place for colleges to explain special considerations and to make a case for a particular program.

Need

Is there a demonstrable need for the course or program that meets the stated objectives at this time and in the region the college proposes to serve with the program? (95HB-1, §3.2)

#13 Enrollment Projection Data -
These data may be based upon enrollment in current courses and/or a survey of prospective students. In the case of a survey, the questionnaire, a description of the population surveyed as well as the survey results should be included.

#14 Place of program in Curriculum/ Similar Programs -
Summarize the related programs at the college. Describe what need this program will fulfill that others do not. Explain how, if at all this program makes new or productive use of existing resources. This section will be closely related to the Rationale but will be more specific with respective to other program offerings, numbers of students, equipment availability.

#15 Similar Programs at other Colleges in the service Area -
Describe here all similar programs in colleges within commuting distance of your college. A brief description of each program, or photocopied pages from other colleges is sufficient. In most cases a college proposing a new program needs to make a convincing case, if there are competing college programs, that the capacities of other colleges are already being fully used and that there is an excess enrollment demand. At the very least, a statement of collaboration between such colleges should be part of this explanation. If there are no competing programs a statement to this effect must be included.

#16 Labor Market Information (LMI Data) -
In the Education Code, LMI data are specifically required for new program applications, where appropriate. The LMI system (available on the Internet) provides five-year occupational demand data by county on establishes occupations. Local, industry, business, or federal statistics may also be used to document the need for a vocational program, related as carefully as possible to the local situation.
#17 Job Market Analysis -
Title 5 requires a college seeking approval of a new program to show the relation of the proposed program to a job market analysis. Questions that could be addressed in such an analysis include.
  - Net Job Market
  - Earning Potential
  - Program Credibility/Career Potential of Graduates

#18 Employer Survey -
A survey of prospective employers in the geographic region within which students will be seeking employment must be included or else an acceptable explanation should be provided as to why such a survey is not included. Program applications will be evaluated in terms of whether the case was made that the NET number of job openings that employers are planning to fill annually and over the next five years will be equal to or greater than the number of students graduating.

#19 Explanation of employer Relationship -
Where a college is seeking approval for a program of limited duration to be provided to one industry, associated primarily with a given employer, and is working closely with one employer in developing the program, enrolling students, and acquiring the equipment, etc. an explanation of that relationship should be provided. If no relationship exists this item should read N/A.

#20 List of Members of Advisory Committee -
Submitted documentation should include:
  - Vocational Programs- Names, Job Titles, company or educational institution affiliations, and supporting notes that they represent potential employers in the geographical area.
  - Pre-Professional and other Pre-Major Transfer Programs - In this case the list should also include faculty from receiving transfer institutions within the discipline.

#21 Minutes of Key Meetings/ Recommendations -
In this item, highlight portions of the minutes dealing with substantive issues of program need, objectives, design, resource requirements.

#22 Recommendations of Regional Occupational Deans -
Include a letter from the Deans or highlight that portion of the minutes of the meeting in which the proposed program was voted upon. (it should reference specific TOP code of program).
Quality

Are the objectives of each required course clearly necessary to meet the stated goals and objectives of the program? Are they sufficient? Will the successful completion of the work as laid out in the outlines of record submitted for each course be sufficient to acquire the knowledge and skills specified in the stated program objectives and to fulfill the program goals for the occupation(s) and/or baccalaureate major specified in the application?

#23 List of Required Courses -
A list must be submitted of all courses required for the completion of the program, as they will appear in the catalog, including general education and restricted electives, with the number of semester units. Courses should be required that will assure the college level communication and analytical skills that will generally enable the graduating student not only to do well in transfer courses, if that is their goal, but also to participate as a full team member in a company, maintain currency in rapidly changing fields, and advance in their chosen occupation over a lifetime. The number of units, specific course requirements, design of individual courses, and the sequence of courses should, taken together, be coherent, complete, and appropriate, given the program objectives and the resources with which the college has to work. Any associate degree program must also account for general education requirements in the overall program description and sequencing.

#24 Outlines of Record for ALL Required courses -
All courses required in the program must be included in the package, whether existing or newly designed. For associate degree programs an example of at least one course for each of the general education areas specified in T.5/§55806 must be included. For restricted electives, the Outlines of Record must include all of the courses from among which students may select the courses they will use to fulfill that requirement. Each outline of record submitted with the new program must meet the standards set by the State Chancellors Office.

#25 Diagram of Proposed Sequence -
Include a flowchart, or diagram that will enable reviewers to visualize how the course sequences and prerequisites fit together. This will assist in determining that the sequence is reasonable, and that they are arranged so that a full-time student could complete a degree program in two years or a certificate program within the number of semesters normally needed to complete the total number of units required for the certificate, by a full time student. The outlines of record submitted requiring mandated prerequisites (or co-requisites) should be written in such a way as to substantiate the need for such a required sequencing of the courses.
#26 Program Evaluation Plan -
Include the standard MSJCC statement regarding the semi-annual Program Evaluation Plan.

#27 Transfer Articulation Agreement -
Include a copy of any agreement articulating the completion of lower division requirements in the major with whatever transfer institutions are listed in the planning survey.

#28 Other Transfer Documentation -
If a transfer articulation agreement is not available, other kinds of documentation can be used to this end and should be supplied. They are; a proposed articulation agreement, photocopies of major requirements at least three public universities in California showing the similarity of lower division requirements, a summary of standards for lower division preparation in this discipline published or endorsed by relevant professional bodies, a list of knowledgeable four-year faculty from transfer institutions who have been involved in helping to create or review program design, a plan for how students can gain transferability of non-articulated courses through a testing or similar process.

Feasibility

Can the College commit the resources necessary to support the program at the level of quality needed to meet the program objectives and enrollment projections?

#29 Library and Resources Plan -
Include a copy of Library Resources Form B. This form needs to be jointly developed by learning resources staff and the instructional division originating the program proposal.

#30 Facilities and Equipment -
Specific needs for facilities and equipment should be detailed here with an indication of what is already available.

#31 Financial support plan -
The sources for the needs cited in item # 30 should be indicated i.e. increased college enrollment, phasing out of another program, or donation by industry etc. If the program has been developed with Fund for Instructional Improvement (FII) moneys or other special fund, indicate here.

#32 Faculty Qualifications and Availability -
If new faculty will be needed, or if new training will be provided to faculty, an explanation should be provided as to how the additional costs and/or training will be accommodated.
Compliance

Does the Program comply with any other laws applicable to it, including federal regulations, licensing requirements, and the particular legal requirements explained in 95-1, 4.8.

#33 Model Program Standards and Explanation-
Approval of a model program authorizes the college to duplicate a program created by a consortium or professional association. Program designs developed by other colleges that have been "approved with commendation" may also be submitted as a model program by another college, provided that the applicant college has secured the permission for such use from the original college. Reference the model, originating college or association and document the feasibility of offering the model program as designed. Provide a copy of the model itself, or a summary or relevant excerpts. Departures from the model design should be explained.
If none are applicable annotate N/A

#34 Licensing or Accrediting Standards where required-
The college needs to annotate any Licensing or accrediting standards that apply. Include a sign-off with the name of the organization and their representatives who might be contacted by the Chancellor's Office. Departures from the accrediting standards need to be explained.
If none are applicable annotate N/A

#35 NCR 1000 Approval: Department of Apprenticeship Standards-
A copy of the NCR1000 form signed by the Division of Apprenticeship Standards approving establishment of the proposed program must be submitted in support of a proposed new apprenticeship program. See the Dean, Career Education for further information.
If this is not applicable annotate N/A

Required Signatures

#36 through #40 – All of the signatures specified on the back of the New Program Application /Report should be provided, except item #37 (Occupational Advisory Committee Chair, Dean and Regional Chair) can be omitted for non-vocational programs.
### 7. PLANNING SUMMARY

<table>
<thead>
<tr>
<th>Recommended Top Code</th>
<th>OES Code (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total # Sem Units=Degree</td>
<td>Name of Employer (L)</td>
</tr>
<tr>
<td>Total # Sem Units=Certificate</td>
<td>Transfer Institution (T)</td>
</tr>
<tr>
<td># of Required Courses</td>
<td>Major at Transfer Institution (T)</td>
</tr>
<tr>
<td>Projected Annual Enrollments</td>
<td># Lower Div Units in Major (T)</td>
</tr>
<tr>
<td>Projected Net Labor Demand</td>
<td>Est. Cost New Equipment</td>
</tr>
<tr>
<td>Est. Cost Library Acquisitions</td>
<td>Type New/Remodeled Facility</td>
</tr>
<tr>
<td>Est. Faculty Workload (FTES's)</td>
<td>Date of New Facilities Plan</td>
</tr>
<tr>
<td># New Faculty Positions</td>
<td>Master: Year 1st Projected</td>
</tr>
</tbody>
</table>

**MISSION**
- 10. Statement of Program Goals & Objectives
- 11. Catalog Description
- 12. Rationale

**NEED**
- 13. Enrollment Projection Data
- 14. Place of program in Curriculum/Similar Programs
- 15. Similar Programs at other Colleges in Service Area
- 16. Labor Market Information ("LMI" Data)
- 17. Job Market Analysis
- 18. Employer Survey
- 19. Explanation of Employer Relationship
- 20. List of Members of Advisory Committee
- 21. Minutes of Key meeting/Recommendations
- 22. Recommendations of Regional Occupational Deans

**QUALITY**
- 23. List of required Courses
- 24. Outlines of Record for All Required Courses
- 25. Diagram of Proposed Sequence
- 26. Program Evaluation Plan
- 27. Transfer Articulation Agreement
- 28. Other Transfer Documentation

**FEASIBILITY**
- 29. Library Resources Plan
- 30. Facilities and Equipment Plan
- 31. Financial Support Plan
- 32. Faculty Qualifications and Availability

**COMPLIANCE**
- 33. Model Program Standards & Explanation
- 34. Licensing or Accrediting Standards, Where Required
- 35. NCR1000 Approval: Dept. of Apprenticeship Stds

**Chancellor's Office Actions**
- Approved with Commendation
- Approved
- Approved, Conditionally
- Transfer Program Recorded
- Forwarded for CPEC Review
- Application Incomplete
- Information Requested
- Revised Application Requested
- Disapproved
- Determination Delayed

**Other Action**
- Not Required
- Withdrawn
- Closed
- No action
- Terminated
- Nonconcurrence

**CPEC Action**
- Approved TOP
- Effective Date

Dean, Curriculum and Instructional Resources.
36. Library and Learning Resources We affirm that the library and learning resources necessary to fulfill the objectives of the program, and to complete the coursework specified in this application:  
☐ Cannot be determined at this time OR  
☐ Are inadequate to support program  ☐ Are adequately budgeted for in the program plan.  
☐ Are currently available on campus or are otherwise readily available to students OR  
______________  _______________  _______________  
Date  Originating Faculty/Division/Department  
Date  Chief Librarian/Learning Resources Manager  

37. Vocational Programs  
☐ Program fulfills the requirements of employers in the occupation specified and that all of the courses required in the program are either necessary or viewed as advantageous by prospective employers in that occupation AND  
☐ Course requirements specified in this application are in accord with the licensing or professional accrediting standards of the organization specified on the front of this form OR  
☐ There are no licensing or accrediting standards which apply to this occupation.  
______________  _______________  _______________  
Date  Dean of Occupational Education  
Date  Chair, Occupational Advisory Committee  
Date  Chair, Regional Occupational Deans  

38. Chair of the Curriculum Committee, Chief Instructional Officer, Senate President  
We affirm that:  
☐ Courses associated with the proposed program as specified in this application were recommended by the curriculum committee as meeting all of the standards of 55002 and 55805.5 as recorded in the minutes of that body, on  _______________  AND  
☐ Program objectives and design specified in this application are in accord with applicable licensing or professional accrediting standards.  
______________  _______________  _______________  
Date  Chair, Curriculum Committee  
Date  Chief Instructional Officer  
Date  President of the Academic Senate  

39. By my signatures I certify that: All provisions and conditions of Article 2 of Title 5, Section 55130b have been considered. It is feasible for the college to provide the resources in faculty, library holdings, equipment, and facilities necessary to support the program as designed and to offer the courses required so often as planned in the program proposal, while the projected number of students are enrolled in the program. All factors, taken as a whole, support establishment and maintenance of the proposed educational program.  
______________  _______________  
Date  President of the College  

40. On  _______________  the Board of Trustees of  
District approved the educational program attached to this application.  
______________  _______________  
Date  Superintendent/Chancellor of the District  

41. Address labels are included for:  
______________  _______________  _______________  

Section VII
Revising an Existing Program Certificate or Degree
Revision to Program or Certificate Form F

Program or Certificate Identification
Submitted by __________________________ Date __________
Campus Location _______________________ Telephone # __________
Program name __________________________ Dept. _______

Revision Parameters

1. Nature of revision is significant and requires full curriculum committee review and approval (two readings) as well as Chancellor's Office review. (Student outcomes for the program are being revised)
Revision Elements:

Rationale

2. Nature of Revision is substantial- full curriculum committee review and approval (two readings) required. Nature of the change does not require Chancellor's Office review.
Revision Elements

Rationale

2. Nature of Revision is anticipated to be an information item only no action/no technical changes needing approval
Revision elements

Rationale

NOTE: Attach justification for all revisions

Approvals
Course Author ____________________________________________
Department Recommendation ________________________________
Instructional Dean Recommendation __________________________
Curriculum Committee Approval ______________________________

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Section VIII
Model Course Outlines
1. **Course Title:** Public Speaking  
(Enter Title of Course)  

2. **Course Number:** COMM 100  
(Enter Department Name and Course Number (i.e., BUS 105))  

3. 3  
Semester Units:  
48  
Semester Hours:  
3  
Week/Lecture:  
0  
Week/Lab:  

4. **Catalog Description:** (75 words or less)  
This course is an introduction to fundamental theories and skills of public speaking. It emphasizes the preparation and delivery of formal presentations to an audience. Students will learn to choose and narrow topics, research and organize materials, and practice and present speeches that are adapted to various audiences, purposes, and occasions. This course is designed to meet graduation and transfer requirements.  

5. **Need/Justification:** (brief summary of the need for the course as it relates to the mission of the college).  
Effective public speaking is a basic skill needed to develop a student's self-confidence and success in and beyond college.  

6. **Prerequisite(s), Corerequisites, Advisory:** (list course(s) and skills needed upon entering or in tandem with course to be taken)  
*Information in this section will only be entered into database only upon the board approval of the prerequisite/corequisite/advisory.*  

None  

*Board Approval Date ________________*
7. **Short Description for the class schedule:** (120 characters)
Background and classroom experience in effectively preparing and delivering formal public presentations.

8. **Learning Objectives:** (express in behavioral terms)
Upon the completion of the course the student will be able to do the following:

1. Describe and analyze the relationships among important elements of the public communication process.
2. Differentiate among various common types of public messages with respect to speaker purpose and audience expectations.
3. Analyze the student’s own cultural values and compare them with those of others and traditional Western speaking conventions.
4. Select topics, goals, and strategies that are adapted to target audiences, situations, and the speaker’s background.
5. Collect, evaluate, and select information, examples, and expert opinion to illustrate and support points in various types of informative and persuasive presentations.
6. Formulate strong and valid arguments to support assertions.
7. Organize and specifically outline the main points and supporting materials of various types of oral informative and persuasive messages, providing effective introductions, conclusions, and transitional material.
8. Deliver public messages extemporaneously, clearly looking at and responding to nonverbal reactions of members across the audience.
10. Select clear, vivid, and appropriate language to express intended meaning.
11. Deliver messages extemporaneously from a key-phrase outline, using appropriate visual materials.
13. Construct appropriate oral responses to the speeches of others, showing understanding of the message and engaging in a dialogue consistent with the intent of the message.

9. **Course Content:** (outline of main topics and subtopics)
   I. Background information and theories of public speaking.
      A. Western tradition of public speaking.
      B. Cultural variations in public speaking.
      C. Contemporary communication theory.
      D. Ethical values related to public speaking.
II. Listening to public presentations.
   A. Listening for information and understanding.
   B. Evaluating oral argument.
   C. Responding orally and nonverbally to a speaker.
   D. Cultural influences on listening.

III. Selecting topics and purposes for public presentations.
   A. Audience analysis in the process of speech preparation.
   B. Self-analysis of interests, background, beliefs, values, and prior credibility.
   C. Choosing a topic and narrowing a purpose.
   D. Writing a specific statement of central idea (thesis).

IV. Collecting supporting materials.
   A. Types and uses of factual information.
   B. Evaluation and use of statistical information.
   C. Evaluation and use of expert and peer testimony.
   D. Uses of clarification (description and analogy).
   E. Conducting searches of print and electronic materials, including evaluation of credibility of sources.
   F. Conducting interviews of oral sources.
   G. Types and uses of visual and audio materials.
   H. Finding and creating effective visual and audio materials.

V. Organizing informative and persuasive presentations.
   A. The principles and types of organization for informative and persuasive speaking in Western professional tradition.
   B. Alternative forms of organization developed in other traditions.
   C. The principles of organization which merit special consideration for effective oral messages (previews, summaries, transitions, repetitions).
   D. Purposes and techniques for introducing and concluding speeches.
   E. The principles of creating outlines of oral presentations.

VI. Methods of influence and persuasion.
   A. Principles of practical reasoning and development of arguments.
   B. Principles of credibility and methods of development.
   C. The ethical considerations and effective use of emotional appeals.
VII. Delivering oral presentations.
   A. Types of oral delivery of public messages.
   B. Qualities of extemporaneous delivery.
   C. Methods for managing communication anxiety.
   D. Nature of language and its appropriate and effective uses in public speaking.
   E. Use of key-phrase notes in practice and delivery.
   F. The effects of appearance in public speaking.
   G. Physical aspects of delivery (posture, gesture, eye contact).
   H. Practicing and using visual and audio aides, including multimedia equipment.
   I. Use of the voice (pronunciation, variation, pauses).

10. Textbook(s): (Most current edition of textbook listed or similar text of parallel level. The suggested texts must cover the course content and be an appropriate instructional tool for achieving the objectives and implementing the methods of evaluation and instruction). The required college-level textbooks may include, but are not limited to the following:

Required:

Cella Jaffe
(Author)

Public Speaking: Concepts and Skills for a Diverse Society
(Title)

Wadsworth Publishing Company Second (1998 or current)
(Publisher) (Edition)

Or

Teri Kwal Gamble and Michael W. Gamble
(Author)

Public Speaking in the Age of Diversity
(Title)

Allyn and Bacon Second (1999 or current)
(Publisher) (Edition)
### Supplemental:

**Author:** Terrence A. Doyle and Doug Gotthoffer  
**Title:** Quick Guide to the Internet for Speech Communication  
**Publisher:** Allyn and Bacon  
**Edition:** 1999 or current

Or

**Author:** Clella Jaffe  
**Title:** Student Resource Workbook for Public Speaking  
**Publisher:** Wadsworth  
**Edition:** 1998 or current

### Other Reference Materials/Supplies

One VHS format videotape (for recording selected in-class presentations)

### 11. Methods of Instruction: (reflective of a variety of learning styles)

Methods of instruction may include, but are not limited to the following:

A. Lecture presentation and discussion with supporting visual materials (overhead slides or multimedia), introducing concepts and techniques throughout the course (theory, cultural values, speech preparation and delivery methods).

B. Small group activities that develop and apply course content and skills.

C. Individual and small group presentations (graded and non-graded) with instructor evaluation and student feedback.

D. Preparation and speaking outlines of major graded presentations, indicating the process of developing speech content and preparing for delivery.

E. Videotaping of selected presentations for student analysis and evaluation.
12. Methods of Evaluation:
A student's grade shall be determined by the instructor using multiple measures of performance related to the course objectives. Methods of evaluation may include but are not limited to the following:

A. **Quizzes**: Periodic short objective tests of course-related concepts, such as the communication process, cultural traditions and values, audience variables, organizational strategies, types of supporting materials and reasoning, language selection, and elements of delivery: "Which type of graph would be most useful to compare salaries of males and females in various job categories: a. pie graph; b. bar graph; c. picture graph; d. line graph; e. both a and c."

B. **Journal writing**: Short essays applying course-related concepts (including those tested in quizzes) to the student's past and present communication experiences. This may include the student's self-evaluations and assessments of videotaped experiences. Example: "Describe the anxiety you experienced before and during your last presentation. Analyze the experience based on our class discussion of anxiety and plan methods you will use for managing anxiety in future presentations."

C. **Final exam**: A combination of objective questions of important concepts (previously quizzed) and essay questions which show analysis and application of invention, organization, reasoning, and presentation skills: "Evaluate the following speech introduction and rewrite it to increase its effectiveness."

D. **Detailed written evaluation** of at least four substantial student presentations, focusing on issues such as choice of topic, narrowing of focus, adapting to audience, development of credibility, selection of verbal and visual content, use of reasoning, organization of points, and effectiveness of extemporaneous delivery.

E. **Written evaluation** of outlines supporting major student presentations. Important criteria include quality of research, strength of supporting materials, effectiveness of structure, and usefulness of key-phrase outline in supporting an extemporaneous delivery.

F. **Oral evaluations** of informal student and group presentations applying selected criteria that guide the written evaluations above.

G. **Oral evaluations of student listener involvement** following graded oral presentations, focusing on propriety, relevance, and usefulness of comments and assessments.
13. Examples of Assignments: (Describe sample assignments, which demonstrate level of difficulty expected, including writing, reading, out of class assignments. Critical thinking should be integrated into those assignments listed).

Students will be expected to understand and critique college level texts or the equivalent. Reading and writing as well as out of class assignments are required. These assignments may include but are not limited to the following:

A. Sample major oral presentation: “Persuasive speech: Prepare a 7-10 minute message which attempts to influence attitudes, beliefs, or behavior of members of the audience. Pick an issue about which you feel strongly, and carefully adapt your central idea to the classroom audience. The central strategy should be sound reasoning. Use a variety of types of supporting materials, including visual aids. Submit typed, double-spaced preparation and speaking outlines following guidelines developed in class. The preparation outline should include a bibliography of the sources you used to develop your speech, and the speaking outline should be no longer than a page, limited to key-phrases. You will be signaled to end the speech if you exceed ten minutes. The speech will be evaluated using guidelines discussed in class, including content, reasoning, organization, and delivery.”

B. Sample informal group presentation: “Multiple-introduction exercise: Your group will be demonstrating multiple ways in which the same speech could be introduced. Begin by choosing a topic which is familiar to members of your group. Develop statements of specific purpose and central idea as though you were preparing a speech on that topic. Next each member should select a different type of speech introduction (story, vivid description, startling statement, humor, rhetorical question, short quotation, etc). and prepare a complete introduction leading into the same statement of central idea as other members of the group. Finally groups will present their introductions orally to the class.

C. Sample group discussion: “Cultural diversity discussion: Compare where group members fall on each of the dimensions of culture displayed on the screen (individuality, power distance, achievement, high/low context, uncertainty tolerance) by telling about specific experiences in your lives which relate to that dimension. Note similarities and differences. Choose one of the dimensions that you will report to the class. Each student should be prepared to tell a relevant story which shows where he or she falls on that dimension. The class will discuss the implications of the similarities and differences which you find.”

COMM 100/New/10/18/99
1. Course Title: Internet Research Skills
(Enter Title of Course)

2. Course Number: CIS 134
(Enter Department Name and Course Number (i.e., BUS 105))

3. 1 Semester Units: 18 Semester Hours: 0.5 Week/Lecture 1.5 Week/Lab

4. Catalog Description: (75 words or less)
This course introduces basic Internet navigation skills and exploration of the Internet using critical thinking skills. Students will select and evaluate current, relevant information to develop a chosen research topic. Required for students in CIS/ multimedia programs and intended to be of benefit to all students utilizing the Internet as a research tool.

5. Need/Justification: (brief summary of the need for the course as it relates to the mission of the college)
Prepares the student to use state of the art research skills which will be needed as they progress at MSJCC on to employment and/or University level educational environments. Course teaches core concepts needed for CIS and multimedia programs.

6. Prerequisite/s (Requisites): (list course(s) and skills needed)
Eligibility for English 101

7. Short Description for the class schedule: (120 characters) Introduces basic Internet navigation skills, and exploration of the Internet using critical thinking skills.

8. Learning Objectives: (express in behavioral terms)
Upon completion of the course, the student will be able to do the following:

A. Apply the basic vocabulary and concepts of internet research;
B. Identify and use common tools for internet exploration;
C. Retrieve relevant information from the internet;
D. Analyze and evaluate resources, identifying bias manipulative use of information, personal opinion in information resources;
E. Organize and present research material using appropriate citation styles.
9. Course Content: (outline of main topics and subtopics)

A. Internet overview
   1. Internet/WWW definition
   2. Describe types of resources
      a. E-mail, information, computer programs
      b. Discussion and newsgroups, online shopping, entertainment
B. Internet basics
   1. Pull down menus: with functions such as: save to disk, download, print, find, stop
   2. Toolbar button: Back, forward, home, reload, images, open, print, find, stop
   3. Location/URL: internet address
   4. Directory buttons
   5. Progress and scroll bar
C. Internet search tools/engines
   1. Net search/net directory
   2. Alta Vista, Infoseek, Lycos, Magellan, Excite, Yahoo,(search engines organized by subject, categories, keywords, web robot)
   3. Compare results of searches using different search engines
D. Locate relevant, current research materials
   1. Create a bookmark list of relevant websites
   2. Identify several sources of information on a given subject
E. Evaluate Internet resources with some of the following criteria.
   1. Author’s credentials
   2. Publisher’s reputation
   3. Material offered: fact, opinion, research, personal
   4. Why material was written
   5. When material was written/published
F. Cite materials found on the internet
   1. Bibliographic format
   2. Works cited list

10. Textbook: (Most current edition of textbook listed or similar text of parallel level)

Required:

Jones, Debra

(Critical Thinking in an Online World: an Exploration of the Internet using Critical Thinking Skills)

Santa Cruz: Cabrillo College, 1996

(Publisher) (Edition)
Supplemental:

Eager, Bill.

Information Superhighway Illustrated: The Full Color Guide to How it all Works

Indianapolis, IN: Que, 1995

Other Reference Materials/Supplies
3-1/2 inch computer diskette

11. Methods of Instruction: (reflective of a variety of learning styles)
A. Lecture, individual consultation and demonstration using the language of computers
B. Hands-on activities and computer applications related to internet research assignments
C. Readings from current periodicals explaining changes in the usage and nature of the internet
D. Review of written research reports devised using Internet resources

12. Methods of Evaluation:

Grading Policy

Methods of Evaluation
1. Graded assignments from textbook. An example of this assignment might be to create a works cited list (bibliography) from three sources using the MLA Guidelines
2. Final research project suitable for a portfolio demonstrating reliable research method/
   Final Exam – Evaluative essay – typical topic; describe current issues involving Internet usage.

Frequency of Evaluation
1. Eight (8) exercises
2. One (1) Project/final exam
13. **Examples of Assignments:** (Describe sample assignments, which demonstrate level of difficulty expected, including writing, reading, out of class assignments. Critical thinking should be integrated into those assignments listed).


B. Search for a topic of interest to you with 3-4 search engines (Alta Vista, Lycos, Webcrawler, Yahoo, etc). Contrast the amount and differences of the information that you find in each.

C. Create a bookmark list of ten of your favorite useful websites. Turn in your saved bookmarks on disk.

D. Using the "pink sheet," "Term Papers, Research Papers, Works Cited", write bibliographical citations for the relevant information you found on the Internet.
1. Course Title: **Discipline Strategies for Children**  
(Enter Title of Course)

2. Course Number: **ESC 102**  
(Enter Department Name and Course Number (i.e., BUS 105))

3. **2**  
   Semester Units:  
   **1.5**  
   Semester Hours:  
   **1.5**  
   Week/Lecture  
   **1.5**  
   Week/Lab

4. Catalog Description:  
   (75 words or less)  
   This course is designed to instruct students in various techniques for working with aggressive, disruptive, hyperactive, repressed and other children whose behavior may be a problem in the classroom.

5. Need/Justification:  
   (brief summary of the need for the course as it relates to the mission of the college)  
   This course provides a base of knowledge for students of Early Childhood Education studies related to the classroom management issues of young children.

6. Prerequisite/s (Requisites):  
   (list course(s) and skills needed)  
   Prerequisite ECS 110  
   Skills required for entry:  
   Examine the stages of physical, psychological and language development from prenatal through adolescence and construct a timeline.  
   Describe Piaget's stages of development and compare them to other theorists.  
   Relate theories of intelligence and the development of intelligence testing to present.  
   Distinguish between abnormal and normal development.  
   Evaluate Kohlberg's stages of development in terms of its importance in the treatment of children in a preschool setting.  
   **Develop and organize 5 classroom lessons appropriate to varied personality styles as described in text taking into consideration the motivational needs of youth age 0 to 5.**

7. Short Description for the class schedule:  
   (120 characters) This course is designed to instruct students in various methods of managing, controlling, disciplining, and motivating children while teaching.
8. **Learning Objectives:** (express in behavioral terms)
Upon completion of the course, the student will be able to do the following:
A. Demonstrate techniques to prevent difficult situations from arising in the classroom;
B. Consider various methods of confronting difficult children;
C. Effect positive changes in conflict situations arising out of the inappropriate behavior of a child;
D. Analyze the environment and prepare the classroom to minimize conflict interactions between children;
E. Structure children's program to make transitions flow more easily;
F. Observe, analyze and illustrate in writing the motivation behind the behavior that a child exhibits;
G. Employ the technique of active listening.

9. **Course Content:** (outline of main topics and subtopics)
A. Different types of behaviors commonly found in the classroom will be described.
   1. The motivation of the child to behave in that matter will be examined.
   2. Methods will be suggested for working effectively with children.
B. Understanding disruptive or non-productive behaviors and contending with the feelings they generate in the adults who work with them.
C. Working with the child in a way that he/she will be helped and not harmed
   1. Examining the ineffective typical responses used most often by teachers in response to children's behavior.
   2. Instruction and practice using the approach "active listening."
D. Dealing with inappropriate behavior so that the classroom can function with minimal disruption and the other children will be mainly unaffected.
   1. Instruction in constructing and practice using the "I message."
   2. Instruction in the techniques of conflict resolution.
E. Evaluating situations to determine when to seek the support of professional help for the child and/or yourself in anxiety producing situations where a child may be out of control.

10. **Textbook:** (Most current edition of textbook listed or similar text of parallel level)
**Required:**

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Publisher</th>
<th>Date</th>
</tr>
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<tbody>
<tr>
<td>Marian Marion</td>
<td><em>Guidance of Young Children</em></td>
<td>Merrill Publishing Company</td>
<td>1994 (or most current)</td>
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</table>
Supplemental:

Darla Ferris Miller  
(Author)

Positive Child Guidance  
(Title)

Delmar Publishing Co. ITC Publishers  2nd edition 1995 or most current  
(Publisher)  (Edition)

Other Reference Materials/Supplies  
(None)

11. Methods of Instruction: (reflective of a variety of learning styles)
   - Lecture, with multimedia presentation will be used to present concepts related to discipline techniques.
   - Participation and role-play case studies will be used to practice skills in, situational evaluation and interpersonal interaction with children of varied ages.
   - Audiovisual - films and videos will be used to present concepts of relevance to course and will be used as a basis for student application of material learned in class.
   - Teacher demonstrations of key concepts in the area of "I messages", active listening and conflict resolution.

12. Methods of Evaluation:  
   Grading Policy

A. Methods of Evaluation
1. Weekly assignments:
   Typical weekly assignment:
   - Do a twenty-minute observation of a child that is causing a disruption in the class. Write down everything you see or hear the child do and anything anyone else does to try to intervene with the child.

2. Class Participation Oral participation in class discussion as well as completion of in-class assignments.
3. Examinations
   Essay Format:
   a. Individual case studies of children with behavioral problems are presented to the
      student for written comment and analysis of what is motivating the behavior as
      well as what are appropriate techniques for the teacher to employ to attempt to
      change the behavior.
   b. The student may describe his/her own theoretical approach to child guidance.
      The student should draw heavily on the approaches described in the text such as
      Rogerian, Adlerian, and Behavioral theories, incorporating parts of these theories
      into his/her own but giving credit (footnotes) for borrowed ideas.

B. Frequency of Evaluation
   1. Weekly Assignments (10)
   2. In-class participation assignments (16)
   3. One midterm examination
   4. One final examination

13. Examples of Assignments: (Describe sample assignments,
    which demonstrate level of difficulty expected, including writing, reading, out of
    class assignments. Critical thinking should be integrated into those assignments
    listed).
   1. Read "Punishment or Guidance?" Young Children March 1997; be prepared to discuss
      the differences between punishment and discipline.
   2. Prepare a research paper on the theories of Rudolph Dreikers and his theory of
      "logical Consequences." Relate the theories to at least one classroom situation cited in
      class. Grading will be based upon the completeness of content, accuracy of spelling,
      grammar, and overall presentation.
   3. Practice analyzing, on two different observation days, challenges experienced by
      teachers with "problem" students. Journal your observation, your conclusions as to
      the type of problem being faced and two alternative interventions per problem.
Section IX
State Chancellor's Office Resources and Documents
CONSULTATION DIGEST

Title: Revisions to Title 5 Prerequisite Regulations

Date: June 30, 1997

Contact: Ralph Black, Acting General Counsel, (916) 327-5692

BACKGROUND:

In 1993 the Board of Governors adopted new regulations concerning procedures for establishing prerequisites, co-requisites and limitations on enrollment. (Title 5, Sections 55200-55202 and 58106) The Chancellor's Office required districts to submit policies and procedures for implementation of these regulations by November 1994. Since that time, a number of questions have arisen about the application of these regulations. Many of these questions will be addressed in a forthcoming technical assistance package being issued jointly by the Chancellor's Office and the Academic Senate. However, addressing some concerns may require modification of the regulations.

ISSUES:

One problem involves establishing prerequisites for transferable courses. If a college's curriculum committee determines that a prerequisite is necessary, to ensure transfer or for reasons of academic rigor, then the prerequisite must be properly established in order to offer the course for degree-applicable credit. However, Section 55201 provides that certain prerequisites can only be established based on the collection of data showing that students who do not meet the prerequisite are highly unlikely to succeed in the course. Normally, this would be done by allowing all students to enroll in the course and comparing the success rates for those who do and those who do not meet the prerequisite. Yet, if the prerequisite has to be in place to ensure transfer, students who do not meet the prerequisite cannot be allowed to enroll.

Section 55201 attempts to address this problem by providing that, for new courses, the prerequisite can be put in place for a two year provisional period during which up to 20% of the students in the class may be allowed to enroll even though they do not meet the prerequisite. This was intended to make it possible for colleges to conduct the necessary comparison studies to demonstrate the need for the prerequisite. However, this provision does not apply to courses that existed before the adoption of the regulations and there are also some indications that it has not worked well even for new classes because sample sizes for students who do not meet the prerequisite are often too small.
Another problem has arisen with respect to the application of these regulations to certain programs, particularly highly impacted programs such as nursing, dental assisting, and radiological technology. These programs have traditionally required students to submit separate applications which are screened by assigning points for various factors such as GPA, work experience in the field, letters of recommendation, etc. Under the new regulations, such criteria could be established as prerequisites, but this would necessitate the type of data gathering discussed above. Some colleges have undertaken such studies, but others have apparently concluded that it would be difficult or impossible to satisfy this requirement.

The regulations do recognize that there may be situations where the number of students who meet all properly established prerequisites exceeds the capacity of the program. Under such circumstances, districts may establish limitations on enrollment, but these generally must involve "non evaluative criteria" such as district residency or date of application. Some programs have opted to use a lottery system. While this is permitted by the regulations, it has proven to be highly unpopular with students because even well-qualified students may be repeatedly denied enrollment in a program if they do not happen to be successful in the lottery system.

RECOMMENDATIONS:

Earlier this Spring, the Academic Senate suggested the possibility of amending the prerequisite regulations to address the problems discussed above. Chancellor's Office staff and representatives of the Academic Senate have met and agreed to jointly recommend the following specific changes. Thus, the advice of the Consultation Council is sought as to whether regulatory changes should be proposed as follows:

1. Amend Section 55201 to eliminate the requirement for collection of data where a prerequisite is required for transfer.

2. Amend Section 55201 to permit programs governed by external licensing requirements to enforce a prerequisite if at least six similar programs at other colleges have conducted the necessary data gathering and there is not disproportionate impact on any group of students defined in terms of race, ethnicity, gender, disability etc.

3. Amend Section 58106 to prohibit or discourage the use of the lottery system as a method of limiting enrollment.

Return to the Consultation Council Home Page

For further information contact:

Helga Martin
hmartin@cc1.cccco.edu
Proposed Revisions to the Standards of Scholarship Regulations of the Board of Governors

1. Section 55753 of Subchapter 9 of Chapter 6 of Division 6 of Title 5 of the California Code of regulations is amended to read:

55753. Credit by Examination.

(a) The governing board maintaining one or more of each community colleges district shall adopt and publish procedures and regulations pertaining to credit by examination in accordance with the provisions of this subchapter, sections 55751, 55752, 55758, 55760, 55761, 55762, and 55764. District policies may include charging a reasonable fee on a per unit basis.

(b) The governing board may grant credit to any student who satisfactorily passes an examination approved or conducted by proper authorities of the college. Such credit may be granted only to a student who is registered at the college and in good standing and only for a course listed in the catalog of the community college.

(c) The nature and content of the examination shall be determined solely by the faculty that normally teaches the course for which credit is to be granted. The faculty shall determine that the examination adequately measures mastery of the course content as set forth in the outline of record.

(d) A separate examination shall be conducted for each course for which credit is to be granted. Credit may be awarded for Drier experience or Drier learning only in terms of individually identified courses for which examinations are conducted pursuant to this section.

(e) The student's academic record shall be clearly annotated to reflect that credit was earned by examination.

(f) Grading shall be according to the regular grading, scale approved by the governing board pursuant to Section 55758; except that students shall be offered a credit-no credit option if that option is ordinarily available for the course. If credit-no credit grading is allowed, the student may elect credit-no credit after taking the examination and receiving a score. A student's transcript shall not contain notations of unsuccessful course challenges via credit by examination.

(g) Units for which credit is given pursuant to the provisions of this section shall not be counted in determining the 12 semester hours of credit in residence required for an associate degree.

(h) No more than 15 semester units or 22 quarter units of degree-applicable credit may be granted by examination.

2. Section 55753.5 of Subchapter 9 of Chapter 6 of Division 6 of Title 5 of the California Code of Regulations is added to read:

55753.5 Articulation of High School Courses

(a) For purposes of this section, the term "articulated high school course" means a high school course that the faculty in the appropriate department or discipline, and the curriculum committee established pursuant to Section 55002, have determined to be comparable to a specific community college course for specific purposes.

(b) The governing board of a community college district may adopt policies to permit articulated high school courses to be applied to community college requirements in accordance with this section. An articulated high school course may be accented in lieu of comparable community college courses only in the following manner:

(1) to partially satisfy requirements for a certificate program, including the total number of units required for the certificate; or,

(2) to partially satisfy the major requirements in a degree program.
(c) No high school course may be used:
(1) to satisfy the requirement of Section 55805 that students complete at least 60 semester or 90 quarter units in order to receive an associate degree; or,
(2) to satisfy any general education requirement for the associate degree established by the district.

(d) Articulated high school courses used to partially satisfy certificate or major requirements shall be clearly noted on the student's academic record. No notation shall be made that creates the impression that the student has completed the equivalent community college course.

(e) Fees may not be charged to students for the acceptance of an articulated high school course to satisfy certificate or major requirements.

3. Section 55753.7 of Subchapter 9 of Chapter 6 of Division 6 of Title 5 of the California Code of Regulations is added to read:

55753.7. Advanced Placement Exams.

The governing board of a community college district may adopt policies to grant credit for satisfactory completion of advanced placement exams typically recognized by colleges and universities as measuring competencies achieved in baccalaureate level courses.

Such advanced placement exams, the standard of student performance deemed to constitute satisfactory performance, and the courses offered by the college for which credit will be granted, must all be approved by the faculty in the appropriate department or discipline, and the curriculum committee established pursuant to Section 55002.

The student's transcript shall be clearly annotated to reflect that credit was earned through an advanced placement exam.
Section X
MSJC Resource - Assistance Personnel

<table>
<thead>
<tr>
<th>Curriculum Committee</th>
<th>phone #</th>
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<tbody>
<tr>
<td>D. Bookin</td>
<td>1530</td>
</tr>
<tr>
<td>L. Gonzales</td>
<td>2411</td>
</tr>
<tr>
<td>B. Carrigan</td>
<td>2411</td>
</tr>
<tr>
<td>M. Douthit</td>
<td>1524</td>
</tr>
<tr>
<td>P. Ford</td>
<td>1533</td>
</tr>
<tr>
<td>M. Ish (articulation)</td>
<td>1450</td>
</tr>
<tr>
<td>L. Googe</td>
<td>1450</td>
</tr>
<tr>
<td>D. Heinsma</td>
<td>1512</td>
</tr>
<tr>
<td>P. James</td>
<td>2714</td>
</tr>
<tr>
<td>M. Rose (Counselor)</td>
<td>1450</td>
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<tr>
<td>Co-Chair</td>
<td>2705</td>
</tr>
<tr>
<td>M. Stewart</td>
<td>2553</td>
</tr>
<tr>
<td>S. Moore (Librarian)</td>
<td>2521</td>
</tr>
</tbody>
</table>

### Support Staff

| B. Troxel (Curriculum Specialist)                         | 1509    |
| S. Ros (Clerical Support)                                 | 1603    |

### Dept. Chairpersons

<p>| Allied Health  Sharon Myers-Durbin                        | 2606    |
| Wayne Boyer                                              | 2604    |
| Art Sandra Robinson (SJC)                                | 1522    |
| John Seed/MVC                                            | 2711    |
| Automotive Kenn Colcalsure                               | 1615    |
| Business/AJ/Fire/Guid/Leg/Pa Vicki Swan                  | 1671    |
| CIS Dwight Duffey/MVC                                     | 2652    |
| Don Robinson                                             | 1617    |
| Dance Gail Hoak                                           | 1572/2558|
| Early Childhood Studies Katherine Botts                  | 1612    |
| Economics Dewey Heinsma                                  | 1512    |
| Health Science/ Nutrition John Norman                    | 1528    |
| English/Philosophy Anne Walker (SJC)                     | 1535    |
| English Bea Ganim (MVC)                                  | 2716    |
| Foreign Languages Carolyn Sternberg                      | 1534    |
| LVN Staff                                                 | 2603    |
| Management/ Real Estate Cathryn Hays                     | 2654    |
| Math Steve Narin/Keith Johnson (SJC)                     | 1510    |
| Shahla Razavi (MVC)                                      | 2557    |
| Multimedia Patricia James                                | 2712    |
| Music Phill Morrione                                      | 1575    |</p>
<table>
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<tr>
<th>Department</th>
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<tbody>
<tr>
<td>Science</td>
<td>Sterling Roulette (SJC)</td>
<td>1523</td>
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<tr>
<td></td>
<td>Jeff Slepski/MVC</td>
<td>2614</td>
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<td>Physical Education</td>
<td>Kathy Charles</td>
<td>1564</td>
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<td>Political Science</td>
<td>Willie Hamilton (SJC)</td>
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<td>Society &amp; Behavior</td>
<td>Willie Hamilton</td>
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<td>Richard Rowley</td>
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<td>Study of Human Societies</td>
<td>MVC Jim Davis</td>
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<td>Dennis Anderson</td>
<td>1571</td>
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<tr>
<td>World Studies</td>
<td>Pam Ford</td>
<td>1533</td>
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To: Deans of Instruction and Department Chairs  
From: Laurie McLaughlin, Curriculum office  
Re: Tops Code Manual

Attached you will find a copy of the most recent publication of the reference for Taxonomy of Program numbers. This document is an important source for development of new courses and programs since the selection of the "TOPS" code must be exact if state reporting of statistics is to be accurate. As you approve new and revise courses and programs please refer to this listing for proper assignment of the TOP code for the Cover sheet Form A. Please insert this document into your Curriculum Resource Guide under section 9 State Chancellor's Office Resource Documents/ Memorandums.
TAXONOMY OF PROGRAMS

February 1995
Fifth Edition

Curriculum and instructional Resources Division
Chancellor's Office
California Community Colleges
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## Appendices

Appendix A - TOP Code Changes
Appendix B - TOP to CIP Crosswalk
Appendix C - Alphabetical Index
INTRODUCTION

Use of TOP Codes

The Taxonomy of Programs (TOP) is a common numeric coding system by which districts and colleges categorize degree and certificate programs and courses on the basis of the similarities of their published goals and objectives.

A TOP code is requested by a college when applying for the approval of a new degree or certificate program, based upon the recommendation of the regional occupational deans. The Chancellor's Office then determines the TOP code and enters it into the Inventory of Approved Programs when the new program is approved.

TOP codes are reported in the Chancellor's Office Management Information System (MIS). A TOP code is reported with every course. In the third phase of the MIS, it may be possible to associate one course with more than one program; but currently, only one TOP code may be reported with any one course. In addition, each degree or certificate awarded to a student is reported in the Management Information System with a TOP code. Information reported by TOP is used to meet federal and state reporting requirements. Accountability reports on program completion, as well as vocational reports on course success are among the many uses for TOP codes.

History of the Taxonomy

The taxonomy was first developed in 1979 and then revised in 1981, 1982, and 1983. The taxonomy was originally based on a 1973 publication of the Chancellor's Office called the Classification of Instructional Disciplines (CID), which in turn, has been drawn from the identification of disciplines found in the Higher Education General Information Survey (HEGIS). The HEGIS was replaced in 1979-80 by the Classification of Instructional Programs (CIP) produced by the U.S. Department of Education's National Center for Education Statistics. At that time, the Chancellor's Office produced a cross-over chart that matched the TOP to the CIP for all required federal reports. Since then, the CIP has been revised twice; once in 1985 and again in 1990. A copy of the cross-over from TOP to the 1990 version of the CIP is included in the appendix of this taxonomy.
This new 1995 edition incorporates the CIP revisions from both 1985 and 1990 incorporates the following improvements:

1. Updates and clarifies the titles and descriptions of the TOP codes,
2. Adds new codes and descriptions,
3. Deletes TOP codes no longer in use,
4. Reduces the possibility of reporting vocational programs with similar objectives under different TOP numbers by eliminating redundant and overlapping categories,
5. Increases correspondence of the TOP categories with standard employment classifications associated with those programs.

A significant change in this taxonomy is the emphasis on structuring each vocationally designated code number (program) with one or more specific employment classifications. This was undertaken to ensure a close relationship between community college training for jobs, and the actual types and numbers of jobs available in the state. Where it was found that more than one TOP code identified vocational programs that trained for the same employment classification, the duplicated codes were deleted. Also, if it was found that a TOP number was assigned to a program with too narrow a focus (instructional intent or potential employment base), that program number and title was incorporated into a more general TOP code and program title that had a broader instructional intent and a stronger potential employment base, if such an aggregation did not duly distort the program goals.

**Structure of the Taxonomy**

The taxonomy continues to categorize degree and certificate programs that combines both occupational and non-occupational programs in a format and courses under a common numbering system and lexicon into three levels. This taxonomy continues using a standard format to codify the offerings of the community college. It is a classification of disciplines, subdisciplines, and fields using up to a five- digit code. It allows for a free sixth digit, with the exception of 4930 series, that can be used by local colleges to identify program variants. The three-level structure parallels the federal Classification of Instructional Programs system, thus facilitating ready cross-over for federal reporting purposes.
**Discipline.** Following the federal logic, although not its precise terminology, the most general level of the taxonomy consists of twenty disciplines, at somewhat different levels of generality, ordered alphabetically. This level is indicated by the first two digits of the six-digit code treated as a two-digit number. Although local data are aggregated to this two-digit level for some state purposes, this number is not adequate to characterize the objectives of occupational programs nor of course subject matters specifically enough to be useful for most purposes Programs cannot, therefore, be reported with only two digits; but must be categorized within a four-digit or "subdiscipline" level as described below.

**Subdiscipline.** The next level of the taxonomy is also indicated by a single, two-digit number, the third and fourth digits of the code taken together. These numbers indicate logical subsets of the first twenty codes and are ordered logically, not alphabetically, on the basis of program similarities. When categorized only at this level, programs are assigned a four-digit code. Subdisciplines are used to categorize occupations that are either broad in scope or whose specializations are more varied than can be consistently distinguished and tracked at the state level.

A program categorized at this level is presumed to prepare a student generally for a broad occupation, but a given college can have two or more degrees or certificates with more specifically defined goals, whose graduates do not in fact qualify for the general occupation, but only the specialty. (See also 5.1 of the 1994 *Curriculum Standards Handbook*, Volume I, of the Chancellor’s Office).

**Field.** The third level is indicated by one number only and is a logical subset of the second level. It is used when necessary to define several specialties within a subdiscipline that are sufficiently agreed upon as to be consistently reported at the state level and widespread enough to merit state tracking. Such codes are also used to indicate the system's few "one-of-a-kind" programs that require special recognition at the state level.

The sixth and last digit has no significance in the state system, with the exception of 4930 series. This digit, where used, is presumed to characterize same aspect of a program that makes it a subset of the higher two or three levels of the state coding structure. but it need not. It is controlled locally and used for local purposes with no expectation of consistency of usage or meaning across districts.

Courses and programs can be reported in either the subdiscipline or field level, but not in the discipline.
Following are three examples of the hierarchical descriptors:

09 - Discipline: Engineering and Related Industrial Technologies
   0934.00 - Subdiscipline: Electronics and Electric Technology
   0934.20 - Field: Industrial Electronics
   0934.40 - Field: Electrical/Power transmission

13 - Discipline: Consumer Education and Home Economics
   1303.00 - Subdiscipline: Fashion
   1303.10 - Field: Fashion Design
   1303.30 - Field: Fashion production

30 – Discipline: Commercial Services
   3005.00 – Field: Custodial Services (no subdiscipline)
   3006.00 – Field: Barbering (no subdiscipline)
   3007.00 – Field: Cosmetology (no subdiscipline)

**Emerging Occupations**

The final code in each broad category is “XX99.00 – Other.” It should be noted that in all disciplines where vocational programs are identified, the final code is shown with the statement “Specify (includes all emerging occupations).” This statement is included to allow the coding of new programs implemented to meet the instructional needs of new employment classifications brought about by technological advances or other changes in the market place. New programs that address emerging employment trends should be requested to be tentatively approved using the “other” code at the fifth digit level. Programs so approved would remain in that code until, and if, a new category is created and that occupation becomes widely recognized enough to merit introducing a new TOP code. In this manner, new programs in emerging occupations” can be monitored to ensure a discrete employment base prior to creation of a new category.
This guide was produced using the following resources:

- Stylistic Considerations in Writing Course Outlines of Record. Academic Senate for California Community Colleges Adopted 1998
- Good Practices for Course Approval Processes Academic Senate for California Community Colleges Adopted 1998
- Components of a model Course Outline of Record for California Community Colleges Academic Senate for California Community College Adopted 1995
- Establishing Prerequisites and Corequisites - A Guide for Departments Office of Matriculation/ Academic Standards and Office of Institutional Research, Chabot College, January 1995 Chabot – Las Positas Community College District
- Mt. San Jacinto College Curriculum Manual (revised 1999)
- Riverside Community College Curriculum Handbook 1998-99 revised
- The Curriculum Standards Handbook for the California Community Colleges Volume I California Chancellor’s Office Curriculum Standards and Instructional Services (revised 1995)
- Material provided By Napa Valley College
REFERENCES


