

# **Mission College Curriculum Manual**

**(online version)**

## TABLE OF CONTENTS

	<b>PAGE</b>
General Information.....	4
Useful Information Before You Start.....	5
New Curriculum	
Summary of Approval Process for New Associate or Non-Associate Degree Course.....	7
Course Outline Form for a New Associate or Non-Associate Degree Course (Blank).....	8
Instructions for Completing Course Outline Form.....	12
New Course Signature Form for Associate and Non-Associate Degree Courses.....	27
Instructions for Completing New Course Signature Form.....	29
Fast Tracking Your Curriculum.....	33
Fast Track Course Outline for a New Associate or Non-Associate Degree Course.....	34
Fast Tracked New Course Signature Form for Associate and Non-Associate Degree Course.....	38
Other Curriculum Forms and Changes	
Administrative Change to the Catalog or Schedule of Classes.....	41
Course Revision Approval Process and Signature Form.....	43
Experimental Course.....	47
Inactivation Course/Program/Certificate Approval Process and Signature Form.....	50
Distance Learning Form.....	52
Approval Process.....	55
New Degree Program/Certificate Course Approval Process and Signature Form.....	56
Degree Program or Certificate Revision Approval Process and Signature Form.....	58
Addition of Course to General Education List.....	61

Appendix A - Common Problems with Course Proposals.....	64
Appendix B - Suggested Outline Format.....	66
Appendix C - Process or Action Verbs.....	67
Appendix D - The Standard Bibliographic Form.....	69
Appendix E - Title V Compliance.....	70
Appendix F - Cultural Pluralism.....	74
Appendix G - Sample Distance Learning Form.....	77
Appendix H - Discipline Areas: Minimal Qualifications.....	82
Appendix I – Directions for Filling Out MCF Form.....	92

# GENERAL INFORMATION

You have a great idea for a new course or an idea for how to improve an existing course. How do you take these ideas from concept to the classroom? How do you answer all the questions that arise during the curriculum development process?

The purpose of this handbook is to assist you as you turn your curriculum ideas into actual courses. The Curriculum Review Committee (CRC) and the departments/divisions throughout the college work together to develop:

- Quality courses/programs that will enhance existing offerings.
- Courses/programs that will reflect current technology and methodology.
- Courses/programs that will allow instructors to use their special skills and areas of expertise in teaching.
- Courses/programs that complement programs and majors throughout the West Valley-Mission Community College District.

The primary concern of the CRC is to assist instructors in implementing their new and creative ideas. Many of your questions will be answered satisfactorily by the information provided in this document, but before you begin, **meet with your representative to the CRC** to discuss the details of the process in order to make efficient use of time and to establish two-way communication lines which will facilitate approval.

## TIMING IS EVERYTHING!!

Perhaps this section should be titled "Great Expectations" since everyone wants to produce new curriculum that will move through the Curriculum Review process swiftly—in record time! However, the normal curriculum approval process does take time. The Curriculum Review Committee has the responsibility to make certain that curriculum meets the numerous academic and legal standards set by both the college and the state. In addition, class schedule and catalog deadlines must be taken into account so that your course will appear in these publications. Lastly, **don't forget**, the Academic Senate and the Board must approve all new, revised and deleted curriculum. So, even if all goes smoothly you should anticipate that the curriculum approval process will probably take about 6 weeks.

Now, don't despair — following the directions in this Handbook and submitting all forms correctly completed, with all required signatures, will make the process as painless as possible and help you obtain the result you desire. In addition, you can use an option called "Fast Tracking" which will permit new curriculum to be placed in the class schedule while you continue to take the curriculum through the remainder of the approval process. Ultimately, everyone involved wants to assist you in developing the highest quality, most creative curricula possible and get it through the approval process as fast as possible to meet the needs of Mission's students.

Unfortunately, delays may happen, so it is recommended that you allow as much time as you can, following all the steps carefully, so that you don't have to redo it. Of course, not all curriculum changes can be planned far in advance. If you have an idea for new or revised curricula that you'd like to see offered quickly you have a couple of viable options:

- if the deadline for submitting material for the class schedule for the next term has not passed, talk to the CRC Chair to see if your proposal could be "Fast Tracked." When you Fast Track curriculum, the CRC permits the approval process to occur concurrently with placement in the schedule of classes. Regular approval procedures are followed otherwise, but this enables you to meet schedule deadlines thus giving your course a better chance to garner sufficient student enrollment to be successful.
- whether the schedule deadline has passed, or not, you may always use the process for approval of a 99 (experimental) course to allow you to offer a course quickly. However, since using this method of

gaining approval to offer a new course requires minimal evaluation by the CRC and other faculty, it should be used sparingly.

During the spring semester the CRC with the Office of Instruction establishes a schedule for the following year. The schedule indicates the latest possible dates you can submit proposals and still have them appear in the catalog and/or appropriate schedule of classes. A schedule for the current academic year will be developed and should be placed in Appendix A of this Handbook. (Additional copies may be obtained from the Office of Instruction, your Division Chair and/or your CRC representative.)

Since new **degree and certificate program proposals** or substantial revisions of existing programs require state approval (in addition to college/district approval) the time lines are even longer. If your new program is 18 units or more, or is being substantially changed, it must be approved first by the CRC (remember that process takes at least 6 weeks) and then submitted to the state for approval before it can be offered. The state's time line is available in the Office of Instruction.

## **USEFUL INFORMATION BEFORE YOU START**

While the following information is not requested on the course approval forms, it is used by the Office of Instruction to enter your course into the Master Course File (MCF). See Appendix B.

- **TOP and SAM codes**

The TOP code identifies your course according to the state's Taxonomy of Programs (TOP) and permits the college to accurately identify your course to the state. These codes are assigned by the Office of Instruction based on codes assigned to similar courses in your program.

The SAM code refers to Student Accountability Model. This code indicates whether and to what extent your course is considered vocational.

- **Class Size and Load**

Class size and teaching load are determined by ACE and Human Resources, NOT the CRC. This information will be added to your proposal after it has been approved by the CRC.

- **CAN numbers (See Appendix C)**

Some courses have articulation numbers assigned to them that identify courses which have been accepted to fulfill lower division requirements at any of the participating community colleges, CSU and UC campuses. These numbers are commonly referred to as California Articulation Numbers (CAN). Mission's Articulation Officer can provide additional information about CAN numbers and how they are determined.

If you would like to discuss any of the above, contact the Office of Instruction.

# NEW CURRICULUM

# SUMMARY OF THE APPROVAL PROCESS FOR A NEW ASSOCIATE OR NON-ASSOCIATE DEGREE COURSE

Designing a course requires that you consider many factors in addition to course content and objectives. These include degree applicability, number of hours and units, length of course, teaching methodology, prerequisites, repeatability, critical thinking requirements, and transferability. This part of the Handbook supplies information about the choices you need to consider and should assist you in deciding which option to select for your course.

The majority of the approval process will be completed electronically so before beginning the process request a computerized copy of the Course Outline Form from the Office of Instruction. Using Word, correctly complete the Course Outline using the instructions contained in this Handbook.

The approval process is slightly different for each type of curriculum change being brought forth. NEW COURSE PROPOSALS generally require the following:

- Review for technical completeness and accuracy
- Review by the Curriculum Review Committee
- Approval of content review

Your CRC Representative, not you, will usually present your proposal to the subcommittees and the CRC. However, it is always a good idea for the Proposer to be available in case your representative is unable to respond adequately to the questions/comments.

The purpose of the technical review is to make sure proposals are completed appropriately and accurately and all necessary information has been included. The Technical Review session ultimately saves time for both the department and the CRC. Reviewing the proposals for accuracy and thoroughness before presenting them to the CRC for review allows the committee to concentrate on more substantive matters. Also, proposals look better and create a more positive impression when they are complete and accurate. The technical review process is the responsibility of one or more CRC members who provide suggestions as to how the proposal can be strengthened or direct the Proposer to correct errors or omissions. Any indicated modifications must be made and submitted to the Office of Instruction prior to going forward.

The proposal is then forwarded to the CRC for action. The CRC may take one, two or more readings to approve your new course proposal. Speed depends on the completeness of the information provided and amount of modification needed.

The purpose of Content Review is to evaluate the pre/co-requisites and insure that the necessary Advisories are in place for all associate level courses. It is not necessary that content review be completed prior to submission of the course to CRC but it must be completed before final CRC approval.

Upon receiving the CRC's recommendation for approval, the proposal is forwarded by the CRC Chair and the Chief Instructional Officer to the Academic Senate, the President of Mission College, the District Chancellor and finally to the Governing Board of the District for approval and signatures.

Approval Dates:  
Division \_\_\_\_\_  
CRC \_\_\_\_\_  
Board of Trustees \_\_\_\_\_

## MISSION COLLEGE ASSOCIATE and NON-ASSOCIATE DEGREE CREDIT COURSE OUTLINE

### SECTION ONE - Course Specific Information

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**IX. Description for the Schedule of Classes**

**X. Content Review :**

List any prerequisites, corequisites, and advisories here and attach a completed Content Review form to this outline (required of all courses by Title 5).

**PREREQUISITES:**

**COREQUISITES:**

**ADVISORIES:**

**SECTION TWO - Course Content**

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**I. Course Content and Scope**

**A. Student Course Objectives**

Upon completion of this course, the student will be able to:

**B. Outline of Topics to be Addressed**

**C. Cultural Pluralism/Diversity**

**II. Student Preparation and Evaluation**

**A. Textbooks and Readings**

**1. Textbooks**

**2. Readings/Other**

**B. Writing Assignments**

Demonstration of ability to use symbol systems or demonstration of ability to apply skills learned in the course.

**C. Outside Assignments**

**D. Critical Thinking Assignments**

(Note: Not necessary to complete for Non-Associate Degree Courses.)

**E. Student Evaluation**

**SECTION THREE - Course Support**

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**I. Rationale for Course/Needs Assessment**

**II. Discipline Area**

(List all acceptable disciplines from state discipline list)

**III. Resources Needed or Anticipated**

**IV. Plan for Evaluation of Course**

**SECTION FOUR - Transferability and Classification**

**I. Request for Transferability**

(Note: Applicable to Associate Degree Level courses only.)

California State University (Baccalaureate level)       Yes     No

University of California (To be submitted to U.C.)       Yes     No

**II. Classification of Course for Major and/or General Education**

(Note: Necessary for Associate Degree courses only.)

A. Are you requesting that this course be added to the requirements for a major?

\_\_\_\_ Yes ( Submit Form M)      \_\_\_\_ No

If yes, list name of major:

\_\_\_\_\_

B. Are you requesting that this course satisfy a General Education requirement?

\_\_\_\_ Yes ( Submit Form M)      \_\_\_\_ No

If yes, list the General Education category and specify for which systems:

- (1) \_\_\_\_ Associate Degree
- (2) \_\_\_\_ Transferable - University of California \_\_\_\_ IGETC Breadth
- (3) \_\_\_\_ Transferable - California State University

See page 53 of this Curriculum Manual for the Degree Program or Certificate Revision Approval Process and Signature Form. The General Education Approval Request and Signature Form is on page 55 of this Curriculum Manual.

**PREPARED BY:** \_\_\_\_\_ **DATE** \_\_\_\_\_  
(Proposer of course will sign and date)

**CURRICULUM COMMITTEE DIVISION REPRESENTATIVE** \_\_\_\_\_ **DATE** \_\_\_\_\_

**THIS OUTLINE MUST BE SUBMITTED WITH APPROPRIATE SIGNATURE FORMS AND CONTENT REVIEW FORMS.**

**INSTRUCTIONS FOR COMPLETING THE COURSE OUTLINE**

The Course Outline must be submitted with the appropriate Approval Process and Signature Page, Content Review Forms, and, if applicable, the Distance Learning Addendum and Signature Form. Since your representative will be presenting the curriculum to the CRC, he/she should be consulted throughout this process and receive a final copy before you send it to CRC. Blank copies of these forms may be obtained from the Office of Instruction. It is available in hard or electronic copy but must be submitted electronically in Microsoft Word (Mac compatible)

**SECTION ONE - Course Specific Information**

**I. TYPE OF CREDIT COURSE:** \_\_\_\_ Degree Applicable \_\_\_\_ Non-degree Applicable

**Instructions:**

Community college courses can be separated into either credit or non-credit courses. (MC does not offer non-credit courses in its regular curriculum, only through Community Education.) Credit courses (which need CRC review) are then separated into those that apply to the associate degree (degree applicable) and those that do not (non-degree applicable).

Degree applicable courses are collegiate level courses which can be applied to the AA or AS degree. They may be used as courses to meet requirements for a major, or as electives to reach the 60-unit requirement for a degree.

Non-degree applicable courses are courses for which the student earns units that cannot be applied to the AA/AS degree, either as major requirements or as electives. At Mission College, most non-degree applicable courses are pre-collegiate basic skills and carry a 900 series number. Students can take no more than 30 semester units of basic skills courses. (Exceptions are made for students enrolled in ESL or in the Disabled Students Program).

<b>II. COURSE NUMBER:</b>	<b>COURSE TITLE:</b>
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**Instructions:**

Identify the Department code letters, number, and full title of your proposed course. The course title should succinctly and accurately reflect the content of the course.

Before you select a course number, you must determine whether the number has been used before in your program. (Contact the Office of Instruction for information.) If it has been used, you must select another number. Although Mission has not yet adopted a "numbering system" for curricula, and each department has basically been able to use whatever system they desire, it is becoming obvious that common course numbering and articulation concerns will eventually push us to adopt some sort of agreed upon method for assigning numbers to a course. In most cases, such systems are designed to not only differentiate your course from others but to correctly indicate the status of your course to students.

The numbering system described on the next page is suggested:

0-299 Major Courses and/or Degree applicable, transferable courses

91,92,93 Directed Studies Courses

*These are courses which provide students the opportunity to individually pursue coursework of special interest which is generally related to, but not included in, regular courses offered by the college. Directed Studies can be offered only in those departments where the CRC has approved the courses. The second digit of the Directed Studies course number refers to the number of units which the student may earn: 91 is one unit, 92 is two units, and 93 is three units.*

99 Experimental Courses

*Experimental courses are courses which are designed to be offered on an experimental basis. An experimental course can be offered no more than twice, at which point you must decide whether you want to submit the course for inclusion in the regular curriculum.*

300-399 Work Experience courses.

901-999 Non-degree applicable, non-transferable courses, including precollegiate basic skills courses.

You may use a single number for a series of closely related and sequential courses, especially short-term courses, and distinguish each course with a letter, for example 175A, 175B, 175C and 175D. However, each course must have its own course outline and the content must be different for each course.

<b>III. GENERAL INFORMATION:</b>
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\_\_\_ **Total Units** (Based on 18 hours per Semester for 1 lecture unit and 54 hours per semester for 1 lab unit)

\_\_\_ Lecture Units: \_\_\_ Lecture hrs. per wk. \_\_\_ Indep. assign. at college or by  
arrang., hrs. per wk.

\_\_\_ Laboratory Units: \_\_\_ Scheduled lab hrs. per wk.  
\_\_\_ By arrangement lab hrs. per wk.

Other Contact Hours:

\_\_\_ Distance learning (DL addendum attached) \_\_\_ Computer assisted

**Instructions:**

The most important criterion in determining the number of hours and the number of units for your course is the course content. You will need to use your professional judgment to determine whether the material can be mastered, for example, in 1 or 3 or 5 hours a week; whether the hours should be lecture or lab or a combination of lecture and lab; and whether the lab should be scheduled or by arrangement; and whether additional independent assignments should be required of your students on a by arrangement basis.

There are many points to consider in making these decisions. You should think about this course in the context of your total program to ensure that you are not requiring students to complete an unrealistic number of units for a degree or certificate. Remember that students do not have an infinite number of hours per week to spend on their studies and that their schedules typically include several classes. Also, a course with many units or scheduled labs may be very difficult to schedule in prime time because of the limitations of our facilities. Increasing the number of hours and units in a course could negatively impact transferability of the course. If you have questions about the effect of increased units on the articulation of your course, contact the Articulation Officer.

Units are determined by the number of hours per week that the student is required to devote to completing the course work. One unit is defined by Title V as 3 hours of work, **including class time**. This measure is known as the **Carnegie Unit**. Thus, in a full semester length class, for every unit of credit the student is expected each week to:

(a) attend one (1) hour of lecture AND complete 2 additional hours of independent assignments on or off campus. (The only prohibition is that the student cannot receive additional credit for those 2 hours of assignments each week.)

**OR to:**

(b) attend or complete three (3) hours of laboratory work on or off campus (scheduled or by arrangement).

For classes taught purely in **lecture mode** for an entire semester, the number of units is the same as the number of lecture hours the class meets each week. Courses designated as lecture courses can and do include a variety of learning activities, including individual and small group work and student presentations.

To check whether the number of hours the class is meeting each week is sufficient for the number of units, multiply the number of lecture hours per week by the number of weeks the class meets. The lecture hours should equal 18 hours per unit of credit given. (Note: You can have as few as 16 hours/lecture unit but it is best to schedule 18 hours/lecture hour to maintain WSCH/FTE goals for your area or to receive full teaching load.)

Courses taught primarily in the **laboratory mode** are courses in which students spend all or most of their time in hands-on activities where it is assumed that **students do all their work in the lab and normally do not have outside assignments**. For every 1 unit of lab taught for 18 weeks, you would offer at least 3 hours of class time. The hours could be scheduled or by arrangement or a combination of the two methods of instruction.

**Scheduled vs Hrs by Arrangement Hours:** When hours are designated as "scheduled" they meet at predetermined days and times with the instructor of record present at all times (e.g. Lab T-TH 1-2:30 PM). Those labs designated as "By Arrangement" enable the student to complete their required lab hours at times convenient for them, when the lab is open. The instructor of record is NOT generally present. Each format has its advantages and disadvantages.

Scheduled lab hours mean you must identify a specific time and place for lab work. Thus there is no need to maintain individual ("positive") attendance records for each student and therefore scheduled labs earn the maximum amount of WSCH for apportionment purposes.

Independent assignments or lab hours identified as "By Arrangement" lab hours provide flexibility for staff, students and use of facilities but do require some type of mechanism for tracking and reporting students' attendance (which is done for example in most of Mission's computer and other labs). Regardless of whether hours are scheduled or arranged, there must be qualified supervision in order to collect apportionment. Please specify in your course outline what activities the student is completing for these hours by arrangement.

If you check "**Distance Learning**" that means that your course may be offered via television or videoconferencing or on-line. You will need to complete a Distance Learning form and submit it to the CRC with your proposal. See Appendix D and page 24.

If you check "**Computer Assisted**" that means that a major portion of your course is taught using computers, and it will be flagged in the class schedule as being a computer assisted course or section.

**IV. SIZE OF CLASS:** \_\_\_\_\_ Maximum Size Class                      \_\_\_\_\_ Minimum Size Class

**Instructions:**

Place in the maximum number and minimum number of students you wish to have in this course.

**V. GRADE TYPE:**

\_\_\_\_\_ Grade only      \_\_\_\_\_ Credit/No Credit Only      \_\_\_\_\_ Grade with Credit/No Credit Option

**Instructions:**

There are 3 options for grading students. You must select one:

- Letter grade (A, B, C, D, F)
- Credit/No Credit (CR/NC)
- Letter grade with Credit/No Credit option

When you choose a letter grade, it means that the final grade will be calculated into the student's grade point average (GPA) for the semester. Note that students receiving a D grade will receive unit credit for the course, but a grade of D is not considered satisfactory and the student will not be able to proceed to subsequent courses for which the course is a prerequisite.

When you choose Credit/No Credit, **only students receiving the equivalent of a C or better in the course can be assigned a CR.** Students receiving the equivalent of a D or F must be assigned NC. Credit/no credit grades are not figured into the student's grade point average because they do not have numerical equivalents. However, NC grades are considered in determining probation and dismissal status. Further, students may apply only 20 units of CR/NC units to the degree.

Choosing the letter grade with the CR/NC option permits maximum flexibility. Students should indicate by the 6th week of classes (or 1/3 of the course) which grade option they want. (§55752)

**VI. REPEATABILITY:** This course may be taken a total of \_\_\_\_\_ (1, 2, 3 or 4)\* times.

Rationale for repeatability: (See Curriculum Manual)

**Instructions:**

Typically, students may take a course only once unless they receive a sub-standard grade (D, F, NC). However, in some cases, it is permissible for a student to repeat a course when he/she receives a satisfactory grade of C or better and **ALL** the following conditions are met:

- The course content differs each time the course is offered and students who repeat the course gain an expanded educational experience for one of the two following reasons:
  - skills or proficiencies are enhanced by supervised repetition and practice within class periods
  - OR
  - active participatory experience in individual study or group assignments is the basic means by which learning objectives are obtained.
- The course is designated in the catalog as repeatable and is listed on the repeatability list maintained by the college.

\*NOTE: The maximum number of times that a course can be taken (except in cases of continuing education courses when state law permits unlimited repeatability of some courses) is four times. **FOR EXAMPLE, A COURSE WHICH MAY BE TAKEN FOR A TOTAL OF 3 TIMES FOR CREDIT IS CONSIDERED TO BE REPEATABLE 2 TIMES!**

**VII. RECOMMENDED FOR CREDIT BY EXAMINATION? \_\_\_\_Yes \_\_\_\_No**

**Instructions:**

Students may become eligible for advanced placement by examination, also known as "challenging a course". NOTE: Students need to be cautioned that any credits obtained by examination, while accepted by Mission College, may not be acceptable for credit by any other institution, public or private. It is the student's responsibility to check with other institutions to determine the acceptability of any credit earned by examination.

Credit by examination is designed to encourage self study and to permit students to pursue programs at an accelerated rate. The following conditions must be met:

- The department designates which course(s) within the department are available for credit by examination.
- The student must be enrolled at Mission OR West Valley College.
- Examinations can only be given when an instructor is available.
- A student may take an examination only once and the grade received on the examination will be recorded on the permanent record of the student.
- The units earned by examination do not count toward the minimum 12 semester hours of credit in residence required for an associate degree.
- No more than 12 semester units can be earned through challenged courses.

The student must file a credit by examination application with Admissions & Records (A&R) before the 6th week of the semester. The application is forwarded to the department and, if approved, the student is notified of the time, place and manner of examination. **NO CREDIT BY EXAMINATIONS ARE APPROVED FOR SUMMER SESSIONS.** The department informs A&R directly of the grade earned on the examination.

**VIII. CATALOG COURSE DESCRIPTION:**

**Instructions:**

The catalog course description **must be written in complete sentences and be grammatically correct**. It should be complete enough to adequately describe the purpose of the course, its content and objectives, but it should not be too lengthy. The catalog description "markets" your class, so consider carefully what you want to say about your course! The CRC will carefully review the description for clarity, correctness, and consistency with other catalog descriptions.

*Examples*

*This course introduces students to the study of global systems and their interdependence. The class will discuss the origins and growth of cultural values and technological, political, economic, and environmental systems. The students will compare and contrast basic world views inherent in these systems as they impact them and others as global citizens. This course is also listed as Interdisciplinary Studies 1 (IS 1).*

*This introductory course uses the C programming language to cover the fundamental principles of software design. No previous programming experience is assumed. The student will use the principles of structured design to write programs and functions that are composed of a combination of various selection and loop algorithms.*

**IX. DESCRIPTION FOR THE SCHEDULE OF CLASSES**

**Instructions:**

The description used in the Schedule of Classes is an abbreviated version of the catalog course description. Using complete sentences, summarize the content and nature of the course in as few words as possible.

*Examples*

*This course covers global systems and their interdependence. The class will discuss the origins and growth of cultural values and technological, political, economic, and environmental systems.*

*This introductory course uses the C programming language to cover the fundamental principles of software design. No previous programming experience is assumed.*

**X. CONTENT REVIEW :**

List any prerequisites, corequisites, and advisories here and attach a completed Content Review form to this outline (required of all courses by Title V).

**PREREQUISITES**

**COREQUISITES:**

**ADVISORIES:**

**Instructions:**

**ALL** courses (associate and non-associate degree application) must have a content review form on file with the course outline. Non-associate degree courses do not require any prerequisites/corequisites or advisories to be listed. Associate degree courses require, **AT A MINIMUM**, advisories of eligibility for ENGL. 108A and eligibility for READ 53.

The Community College Chancellor's Office has mandated a required measure of rigor in reading, writing, mathematics and critical thinking skills that must be demonstrated in course content for **associate and lower division baccalaureate degree level classes**. By definition, prerequisites and corequisites are **MANDATORY** and will block students from registering for your course unless completed (or in the case of corequisites, unless enrolled in concurrently).

The main difference between the two types of requisites is that a **prerequisite** is required to be completed **prior to the student enrolling in the target course** while a **corequisite** provides skills/knowledge that students

must acquire or develop **at the same time** they are enrolled in the target course. Most commonly, corequisites are laboratory courses which provide students with opportunities to apply and expand the knowledge and skills they have gained in the target course. Clearly, the content and objectives of the target course and the corequisite should be closely related and integrated. Since corequisites must be taken simultaneously with the target course, departments should make sure they have the necessary resources to offer adequate sections to accommodate students.

Think carefully about requisites when you establish them. You must be able to demonstrate that they are BOTH necessary and appropriate. Students who have not completed (with at least a C grade) a validated pre/corequisite will be blocked at the point of registration or they may formally challenge the requisite. Requisites outside of your discipline (e.g., English 1A for Philosophy) require the highest level of validation (i.e., research) to demonstrate their necessity.

If you want your proposed course to have requisites, they must undergo Content Review in order to meet the validation requirement set by the state. See page 50 and Appendix E.

You may elect to use **advisories** rather than pre/corequisites. They may be recommended prior to enrollment in the target course (like a prerequisite) or concurrently (like a corequisite). Advisories are NOT MANDATORY and will NOT block students at registration if they have not completed them. You must still complete the Content Review process for Advisories.

Appropriate Content Review (validation) forms for all prerequisites/corequisites and/or advisories shown in your course outline must be completed and attached to the course outline when submitted to the CRC for approval.

## Section Two - Course Content

### I. COURSE CONTENT AND SCOPE

#### A. STUDENT COURSE OBJECTIVES

Upon completion of this course, the student will be able to:

##### Instructions:

The Course Objectives designate what a student will gain from taking the course. Therefore, they must be directed at student accomplishments and not at what the instructor hopes to accomplish! Using complete sentences list the major objectives and/or skills that can be effectively measured for your course. The objectives should be stated in terms of expected student outcomes and should convey critical-thinking content by use of appropriate process verbs such as *design, evaluate, compare, contrast, apply, etc.* (See Appendix F for suggestions of “process verbs”.) The objectives will follow the statement:

"Upon completion of this course the student will be able to:"

##### Examples

- *Write a paragraph containing a topic sentence, at least three supporting details, appropriate transition words, and demonstrating at least 70% accuracy in spelling and mechanics.*
- *Identify the oak and maple leaves in a pile of oak, maple and elm leaves with 100% accuracy.*
- *Analyze a chemical compound for the presence of sodium*

#### B. OUTLINE OF TOPICS TO BE ADDRESSED

##### Instructions:

This section should contain, in outline form, a listing and categorizing of the major topics to be covered in the course. It should be integrated with the course objectives. Although individual instructors

may include additional topics, the course content should include at least the topics listed in the topical outline. These outlines are used as guidelines for Associate Faculty and should have a least two levels of detail. The outline should be about one half page in length: your textbook index is often a good basis for a course outline. (The outline format shown in Appendix G, should be used.)

**Example**

I. *The Civil War*

(A) *Events leading up to the Civil War*

- (1.) *The slavery issue*
- (2.) *The southern way of life*

(B) *The war starts*

- (1.) *Firing on Fort Sumter*
  - (i) *The Confederate flag is raised*
  - (ii) *Lincoln calls for formation of Union Army*
- (2.) *Robert E. Lee takes command*

## C. CULTURAL PLURALISM/DIVERSITY

**Instructions:**

Describe here how your course addresses issues of cultural pluralism. Since Mission chose to include cultural pluralism within its courses (as opposed to a requiring a separate course), disciplines have an obligation to include this component if appropriate. (See Appendix H)

**Examples**

*This course shows how Hispanics developed their unique musical tradition.*

*This course includes the customs of the Japanese people and the various "do's" and "don'ts" associated with behavior in the Japanese culture.*

*This course covers the evolution of African-American art in the 20th Century.*

<b>II. STUDENT PREPARATION AND EVALUATION</b>
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### A. TEXTBOOKS AND READINGS

#### 1. Textbooks

**Instructions:**

List the textbooks that you plan to require or suggest. Texts used should be as current as possible and, if appropriate, at college level. (All texts should be in the correct bibliographic format as shown in Appendix I).

**Examples**

*Bevington, David, ed. The Complete Works of Shakespeare, Third edition. Glenville, Illinois: Scott, Foreman, 1980.*

*Lee, Martin A. and Norman Soloman. Unreliable Sources: A Guide to Detecting Bias in News Media. New York: Carol Publishing Group, 1991.*

## 2. Readings/Other

### Instructions:

List the kinds of readings that would be appropriate for this course. The readings and the quantities specified here should reflect the department's expectations for students in this course and should be used to assist faculty in developing their own syllabi. Faculty should be guided by, but not limited to, the readings listed. If your only reading assignments are from the required texts listed in A.1. above, then list several examples from the

text. Otherwise, give the reading assignment, followed by the source in correct bibliographic format.

### Examples

*A journal article called "The Physiology of Weight Lifting" (Schwarzenegger, Arnold. The Journal of Physical Fitness. New York: McGraw-Hill Publishing, July, 1993, pp. 42-3.)*

*The chapter titled "The Francis Bacon Controversy" (Bevington, David, ed. The Complete Works of Shakespeare, Third edition. Glenville, Illinois: Scott, Foreman, 1980).*

## B. WRITING ASSIGNMENTS

Demonstration of ability to use symbol systems or demonstration of ability to apply skills learned in the course.

### Instructions:

List examples of the kinds of writing assignments or other demonstrations of a student's ability to use symbol systems (e.g., as in logic, mathematics, music, etc.) or apply skills learned in the course. Include examples of independent assignments that require the student to complete the work on campus if appropriate.

### Examples

*Write a two-page report that contrasts the political systems of the United States and Russia.*

*Write a program in C that adds all the odd numbers from 1 to 50.*

*Using CAD, design a small house of at least 5 rooms.*

*Using the Diet Analysis program available in the computer lab, enter the information from your 3 day food record and submit the printed document for approval.*

*Using the Internet, locate a site that meets the guidelines given in class and give a short demonstration of the site in class.*

*Illustrate floral design skills by creating two floral arrangements using silk and/or dried flowers.*

*Accurately calculate medication doses for clients in the clinical setting.*

## C. OUTSIDE ASSIGNMENTS

**Instructions:**

You may require that students complete outside assignments. Examples: For an art class, an outside assignment would be to observe and critique a current exhibit; for a nutritional science class, students may be required to go on a field trip to a skilled nursing facility and evaluate the workflow; for a hospitality management course, students would visit a restaurant and evaluate work flow.

**D. CRITICAL THINKING ASSIGNMENTS**

(NOTE: Not necessary to complete for Non-Associate Degree Courses.):

**Instructions:**

According to Title V, all associate-level degree courses must include a critical-thinking component. In this section, list **specific sample assignments** that involve critical and analytical thinking (one example is sufficient). A good test of critical-thinking content is through the use of the appropriate process verbs introduced in the course objectives. (See Appendix J, Title V compliance)

*Examples*

*Compare the properties of all the elements that have a valence of “+1”.*

*Write a program that simulates the game of roulette.*

*Analyze the consequences of hyperinflation in Russia.*

**E. STUDENT EVALUATION**

**Instructions:**

While it is NOT necessary to include your entire grading scale for CRC approval process you need to specify the types of procedures you plan to use in this course for evaluating **student** performance. These procedures must be consistent with the objectives, the course content and scope described in this outline. A student's grade must be based on multiple measures of student performance (e.g.: in class writing assignments, out-of-class assignments, essay examinations, objective examinations and demonstrations or applications of skills). NOTE: An instructor cannot grade/evaluate a student on attendance, only on the student's participation in class activities.

*Examples*

*Written tests and quizzes*

*Oral tests*

*Participation in class*

*Successful completion of assigned work or projects*

**Section Three - Course Support**

**I. RATIONALE FOR COURSE/ NEEDS ASSESSMENT**

**Instructions:**

Describe substantively how the need for this course arose and **what department and/or college goal(s) this course will fulfill**. For example, you might respond to the following questions: Why should this course be

taught? Does it represent new material or technology? Is there a demand? Was it suggested by an Advisory Committee? How does this course respond to changing community and student needs?

1. The new course/program must satisfy an objectively proven need. The need must be documented using one or more of the following:

- an advisory committee recommendation;
- employment and job market analysis;
- industry demand and support;
- transfer major to a university;
- emerging or new university program;
- community need or other objective indicator;
- improvement of student access to educational opportunity;
- support for the strategic direction of the college.

2. The new course/program must support the department/college's stated goals and strategic plan.

## II. DISCIPLINE AREA

(List all acceptable disciplines from state discipline list)

Discipline Area is for internal/district use in selecting qualified instructors to teach the course. See statewide Disciplines list In Appendix K. Note that if a course is considered to be Interdisciplinary all appropriate disciplines should be indicated in this section and an instructor for such a course must hold minimum qualifications in one or more of those areas. Instructors must qualify for the disciplines to teach the class.

## III. RESOURCES NEEDED OR ANTICIPATED

### Instructions:

List here any equipment, or other resources which will be needed **now or possibly in the future** to offer this course. It is not necessary to list "instructor" or "room" or "textbook."

### *Examples*

*No special resources.*

*Requires approximately \$1000 worth of special cooking utensils.*

*Requires site license of C++ software.*

As you plan your course, take into consideration your need for and the availability of the following:

qualified faculty	supplies
support staff	facilities, on and off campus
equipment	

You are required to contact the Library and discuss your proposal to determine whether your course will need library resources. You will need to contact the computer lab director if your course will make use of any of the computer labs in the college. Should you anticipate requiring other technology or services, be certain you identify those resources and discuss your anticipated needs with Mission's Dean of Instructional Technology/Distance Learning before you seek approval.

## IV. PLAN FOR EVALUATION OF COURSE

### Instructions:

Submit a plan for evaluating the course. How (on what basis), when, and by whom will the course be evaluated? NOTE: Do not make this time specific (i.e. the course will be evaluated at the end of the first semester) since it may prove to be unrealistic. Indicate instead the frequency of evaluation, who will be responsible for completing the evaluation and with whom the results will be shared/communicated (i.e. department, all full-time and associate faculty in department, those departments requiring the course as a pre/corequisite, etc.).

## Section Four - Transferability and Classification

### I. REQUEST FOR TRANSFERABILITY

(NOTE: Applicable to Associate Degree Level courses only.):

California State University (Baccalaureate level)  Yes  No

University of California (To be submitted to U.C.)  Yes  No

If you determine that your course is to be baccalaureate level and rigor, i.e., transferable to the California State University, check the “Yes” box after California State University. However, transferability to the University of California is not automatic and is determined by U.C. If you wish to have a course submitted to U.C. for consideration (done only once a year), check the appropriate box on the course outline. CRC approval of your proposal does NOT guarantee transferability. Transferability decisions by UC are only made annually. Be sure to follow up with the Articulation Officer to verify that your course is submitted by the annual deadline. It is the responsibility of the proposer to follow up. If unapproved for transfer, the course may not be shown in the catalog or schedule as a transferable course. It may, however, be approved internally as a degree applicable course and listed as meeting GE requirements for Mission’s associate degrees. For further clarification, see Mission’s Articulation Officer.

### II. CLASSIFICATION OF COURSE FOR MAJOR AND/OR GENERAL EDUCATION

(NOTE: Necessary for Associate Degree courses only.)

A. Are you requesting that this course be added to the requirements for a major?

Yes (Submit Form M)  No

If Yes, list name of major: \_\_\_\_\_

B. Are you requesting that this course satisfy a General Education requirement?\_

Yes (Submit Form M)  No

If yes, list the General Education category and specify for which systems:

Associate Degree

Transferable - University of California  IGETC Breadth

Transferable - California State University

See page 53 of this Curriculum Manual for the Degree Program or Certificate Revision Approval Process and Signature Form. The General Education Approval Request and Signature Form is on page 55 of this Curriculum Manual.

**Instructions:**

You may request that your course be offered as an option to meet general education requirements for any or all of the choices shown above. Indicate the appropriate choices. Note that requests for classification (1) as a required course for a major, and/or (2) as a General Education course, requires the completion of supplemental forms (see pg. 55 of this Handbook). Each request is considered separately.

Keep in mind that while the GE patterns are similar for all three higher education systems (CC, UC and CSU), they are not identical. Attempts have been made to more closely align the general education patterns among the 3 segments to facilitate the transfer of students from one segment to another. The Intersegmental General Education Transfer Curriculum (IGETC) is a series of courses agreed to by all three higher education segments that community college students may use as one option to satisfy lower division general education requirements for CSU and UC (although requirements do vary slightly among the campuses).

According to Title V, "General Education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts and methodologies both unique to and shared by the various disciplines. College educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most importantly, General Education should lead to better self-understanding."

Students receiving an associate degree shall complete a minimum of 21-24 units of general education. The minimum number of courses/units vary depending upon the area.

To earn an associate degree at Mission College, students must:

- Complete a minimum of 60 passing units, 12 of which must be in residence.
- Achieve a 2.00 (C) grade average.
- Fulfill a major.
- Demonstrate proficiency in reading, writing, mathematics and American History & Institutions.

To determine number of units and specific courses that can be used to obtain an A.S. or A.A. degree from Mission College, see the college catalog.

**PREPARED** \_\_\_\_\_ **DATE** \_\_\_\_\_  
(Proposer of course will sign and date)

**NEW COURSE**  
**Signature Form**  
**for**  
**Associate & Non-Associate Degree Courses**

Course Number _____	Dept. _____
Course Title _____	Number of Units _____
Proposer's Name _____	Date: _____

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**PRIOR TO ANY CRC ACTION**

1. Proposer certifies that this proposed new course has been discussed and approved by the faculty of the \_ (department).

Dept. Chair \_\_\_\_\_

Date: \_\_\_\_\_

CRC Representative \_\_\_\_\_

Date: \_\_\_\_\_

2. The Division Chair certifies that this proposed new course has been reviewed within the DC Council meeting for overlap, conflict and resource support.

Division Chair: \_\_\_\_\_

Date \_\_\_\_\_

**PRIOR TO FINAL CRC APPROVAL**

3. Proposer certifies that the Library or the Computer Lab has received a copy of this proposed new course.

Proposer \_\_\_\_\_ Date: \_\_\_\_\_

4. Articulation Officer certifies that this proposed new course has been reviewed for consistency. This proposal meets the requirements for transferability and/or the degree requirements as proposed on the course outlines.

Articulation Officer \_\_\_\_\_ Date: \_\_\_\_\_

5. Proposer certifies that this proposed new program/certificate has been articulated with \_\_\_\_\_ department(s) at both Mission & West Valley Colleges for numbering sequence, course content, title and unit value.

Proposer \_\_\_\_\_ Date: \_\_\_\_\_

6. The CRC Chair certifies that the Curriculum Review Committee and the Content Review Committee have reviewed this proposed new course and that it complies with Mission College goals and with College/District/State requirements and procedures.

CRC Chair: \_\_\_\_\_ Date: \_\_\_\_\_

7. The Office of Instruction certifies that the proposed new course meets the requirements of the Mission College curriculum process.

CIO: \_\_\_\_\_ Date: \_\_\_\_\_

8. The Academic Senate President has reviewed the proposed new course.

Academic Senate Chair: \_\_\_\_\_ Date: \_\_\_\_\_

9. The President reviews and approves the proposed new course.

President, Mission College: \_\_\_\_\_ Date: \_\_\_\_\_

10. The CIO forwards approved proposal to the District Chancellor for signature.

Chancellor: \_\_\_\_\_ Date: \_\_\_\_\_

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# INSTRUCTIONS ON COMPLETING THE SIGNATURE FORM FOR NEW ASSOCIATE OR NON-ASSOCIATE DEGREE COURSES

You've almost made it — the last hurdle, shepherding your proposal through the CRC approval process, should be easy IF you have followed the suggestions in this Handbook. Now all you have to do is get those all important signatures .....!

Rushing proposals to the committee without the appropriate signatures will in all likelihood result in an abrupt halt of the approval process. The signature process is very important! One of the single biggest mistakes you can make is not leaving enough time for your Department Chair, Division Chair and CRC Representative to thoroughly review your proposal and sign the appropriate signature page before the deadline approaches for you to take your proposal to the next stage. If problems that should have been identified and resolved at the department and division level surface during curriculum meetings, valuable meeting time is wasted and approval is delayed.

Make it a point to work closely with your CRC Representative. He or she will be able to provide you with assistance and help ensure a smooth approval process. Review Appendix A which delineates those problems most frequently encountered in the past by faculty progressing through the approval process. **UNSIGNED, INCOMPLETE or INCORRECTLY COMPLETED** proposals will most likely be returned to you without being reviewed by the CRC.

## Step 1

Print a copy of the Signature Form for a New Course. (See Page 31.) **Using Word**, enter the pertinent course information requested in the boxed area at the top of the page, and present the Course Outline for your New Course to your Department and CRC representative for discussion and support. The Division Chair of the division where the Proposer's department resides should attend the department meeting since the DC will be carrying the proposal to the Division Chair Council for review.

Following the Department approval, the Department Chair and the CRC representative sign and date (**#1**) the  
Signature Page .

## Step 2

The Division Chair agendas consideration of the New Course Proposal for the Division Chair Council. The CRC Representative also notifies the Office of Instruction that your proposal should be added to the CRC agenda for the meeting that follows consideration by the DCC. (NOTE: Plan ahead! The DCC meets weekly on Monday afternoons from 12-2 p.m. immediately preceding the CRC meeting. Failure to have the DCC review your proposal may result in having to delay submission of your proposal to the CRC at least a week.)

The DCC reviews the New Course Proposal primarily for overlap and resource allocation. After completion, have your Division Chair sign and date (**#2**) the Signature Page.

## Step 3

Electronically transfer the following information to the Office of Instruction **no later than noon the Wednesday prior to the Technical Review meeting** at which you plan that it will be reviewed. **IMPORTANT:** All forms must be typed in Word and can be e-mailed, or submitted on a disk (MAC base), to the Office of Instruction.

The Technical Review will review the proposal and recommend modifications as necessary. The Proposer acts upon the recommendations made and corrects/modifies the proposal accordingly, submitting the modified proposal to the Office of Instruction to forward to the Content Review Subcommittee.

## Step 4

For Content Review, all pre/co-requisites and advisories for the proposed course are reviewed. If a Research Study was required and was completed, the results are compiled, summarized and attached to the proposal (or a plan of action to complete the Study is attached). The results of the Content Review evaluation are forwarded to the Office of Instruction.

#### **Step 5**

The Proposer forwards a copy of the Course Outline to Learning Resource Services and/or the Dean of Technology and Distance Learning for information and discusses with them any anticipated impact on LRS/computer lab resources.

After consideration, the Proposer signs and dates (#3) the Signature Page.

#### **Step 6**

Following all of the above, the proposal is then forwarded by the Office of Instruction to the CRC. Upon approval the Course Outline is returned to the Office of Instruction.

#### **Step 7**

The Proposer forwards a copy of the Course Outline (and any additional forms required for GE consideration or Addition to a Major consideration) to the Articulation Officer for review.

After consideration, the Articulation Officer signs and dates (#4) the Signature Page.

#### **Step 8**

The Proposer forwards a copy of the Course Outline to any Department at West Valley and/or Mission College which offers a course with similar content where articulation is potentially necessary. NOTE: As pointed out in the Course Outline Instructions, articulation does not require that you reach consensus, but, to avoid unnecessary delays, you should attempt to resolve any differences that arise before submitting your proposal to the CRC.

After articulation, the Proposer signs and dates (#5) the Signature Page.

#### **Step 9**

The CRC Chair signs and dates (#6) the Signature Page and the Chief Instructional Officer signs and dates (#7) the Signature Page. The Office of Instruction then forwards the CRC signed proposal to the Chair of the Academic Senate for review.

After consideration, the Academic Senate Chair signs and dates (#8) the Signature Page and returns all documents to the Office of Instruction.

#### **Step 10**

The Office of Instruction ensures that all the paperwork is complete and in order, forwarding the documents to the college President for review.

After consideration, the college President signs and dates (#9) the Signature Page and returns all documents to the Office of Instruction.

#### **Step 11**

The Office of Instruction notifies the Secretary for the Board of Trustees in the District Chancellor's Office that curriculum approval needs to be agendaized for the next possible Board meeting. The Office of Instruction then forwards the signed proposal to the District Chancellor for review.

After consideration, the Chancellor signs and dates (#10) the Signature Page and, with the Chief Instructional Officer for the college, forwards the proposed new curriculum to the Governing Board for final consideration.

CONGRATULATIONS!

# FAST TRACKING

# FAST TRACKING YOUR CURRICULUM

## WHY USE FAST TRACKING?

Fast tracking is an emergency measure only, for courses that respond to a recently recognized need. Fast Tracking offers an opportunity to obtain a preliminary approval from your department, the Division Chair Council, and the Curriculum Review Committee. The process DOES NOT replace, nor even speed up, the regular curriculum approval process, but it does permit you to place your proposed new course in the class schedule while you move through the approval process. fast tracking is an emergency measure only.

Generally, a course must go through the approval process and obtain CRC and Board of Trustees authorization prior to placement in the class schedule. Adding your proposed new course to the class schedule using Fast Tracking means that you have completed enough of the initial steps in the review process so that the faculty of your department, the DCC and the CRC believe that the course is viable, is needed, and is likely to move through the approval process with a minimum of difficulty.

If, FOR WHATEVER REASON, the full approval process does not get completed, your course will either be removed from the schedule or a zero limit placed on it so that students cannot register for the course. Fast Tracking CANNOT be done to get a new course in the college catalog.

## FAST TRACK COURSE OUTLINE for a new ASSOCIATE OR NON-ASSOCIATE DEGREE COURSE



**VIII. Catalog Course Description**

**IX. Description for the Schedule of Classes**

**X. Content Review :**

List any prerequisites, corequisites, and advisories here and attach a completed Content Review form to this outline (required of all courses by Title 5).

**PREREQUISITES:**

**COREQUISITES:**

**ADVISORIES:**

**SECTION TWO - Course Content**

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**I. Course Content and Scope**

**A. Student Course Objectives**

Upon completion of this course, the student will be able to:

**B. Outline of Topics to be Addressed**

**C. Cultural Pluralism/Diversity**

**II. Student Preparation and Evaluation**

**A. Textbooks and Readings**

**1. Textbooks**

**2. Readings/Other**

**B. Writing Assignments**

Demonstration of ability to use symbol systems or demonstration of ability to apply skills learned in the course.

**C. Outside Assignments**

**D. Critical Thinking Assignments**

(Note: Not necessary to complete for Non-Associate Degree Courses.)

**SECTION THREE AND FOUR-not necessary for fast tracking**\_\_\_\_\_

**PREPARED BY** \_\_\_\_\_ **DATE** \_\_\_\_\_

The Proposer of the course will sign and date.

## **COMPLETING THE FAST TRACKING PROCESS**

Since the more information you have about your proposed course the easier it will be to evaluate, you should complete as much of the course outline as possible. **At a minimum** you must complete the parts of the Associate or Non-Associate Degree Course Outline indicated on the Fast Track Course Outline. Follow directions for completion of appropriate sections of the associate/non-associate course outline given in previous section.

# FAST TRACKED NEW COURSE **Signature Form**

**for**  
**Associate & Non-Associate Degree Courses**

Course Number \_\_\_\_\_ Dept. \_\_\_\_\_

Course Title \_\_\_\_\_ Number of Units \_\_\_\_\_

Proposer's Name \_\_\_\_\_ Date: \_\_\_\_\_

**PRIOR TO REVIEW BY CRC**

1. Proposer certifies that the proposed new course being Fast Tracked has been discussed and is supported by the faculty of the \_\_\_\_\_ Department.

Dept. Chair \_\_\_\_\_ Date \_\_\_\_\_

CRC Representative \_\_\_\_\_ Date \_\_\_\_\_

2. The Division Chair certifies that the proposed new course being Fast Tracked has been reviewed within the DC Council meeting for overlap, conflict and resource support.

Division Chair \_\_\_\_\_ Date \_\_\_\_\_

**AFTER OBTAINING CRC SUPPORT**

3. The CRC Chair certifies that the Curriculum Review Committee has reviewed the proposed new course being Fast Tracked and that it complies with the procedures established at Mission College for Fast Tracking a New Course Proposal.

CRC Chair \_\_\_\_\_ Date \_\_\_\_\_

Proposer understands that neither general education requirements nor transferability can be determined until this course has completed the standard curriculum approval process granted by the Board of Trustees.

4. The Proposer understands that Fast Tracking this proposed new course does not replace the regular new curriculum process and that the regular process must be entirely completed prior to allowing students to register for the class.

Proposer \_\_\_\_\_ Date \_\_\_\_\_

**COMPLETING THE SIGNATURE FORM FOR FAST TRACKING**

**Step 1**

Print a copy of the Signature Form for Fast Tracking a New Course. **Using Word**, enter the pertinent course information requested in the boxed area at the top of the page, and present the Course Outline for your New Course to your Department for discussion and support. The Division Chair of the division where the Proposer's department

resides should attend the department meeting since the DC will be carrying the proposal to the Division Chair Council for review.

Following the Department approval, the Department Chair and the CRC Representative sign and date (#1) the Signature Page.

### **Step 2**

The Division Chair agendas consideration of the Fast Track New Course Proposal for the Division Chair Council AND the CRC Representative notifies the Office of Instruction that your proposal should be added to the CRC agenda for the meeting that follows consideration by the DCC. (NOTE: Plan ahead! The DCC meets weekly on Monday afternoons from 12-2 p.m. immediately preceding the CRC meeting. Failure to have the DCC review your proposal may result in having to delay submission of your proposal to the CRC at least a week.)

The DCC reviews the Fast Track New Course Proposal primarily for overlap and resource allocation. After completion, have your Division Chair sign and date (#2) the Signature Page.

### **Step 3**

Electronically transfer the following information to the Office of Instruction **no later than noon the Wednesday prior to the CRC meeting** at which you plan that it will be reviewed. IMPORTANT: All forms must be typed in Word and can be e-mailed, or submitted on a disk (MAC base), to the Office of Instruction. The Curriculum Review Committee will need:

- a completed Fast Track Course Outline, signed at the top of the first page by the CRC Representative.
- a completed, signed, Signature Page for the Fast Track process.

Now that your course is being placed in the class schedule for the next semester/term, you need to **act promptly** to take it through the regular process and obtain CRC and Board of Trustee approval. **REMEMBER: it must be completely approved before Tel-Reg or Web-Reg begins** or students will be blocked from being able to take the course.

# OTHER CURRICULUM FORMS AND CHANGES

# ADMINISTRATIVE CHANGE

## To the Catalog or Schedule of Classes Approval Process and Signature Form

### Information of Current Course

Course Number \_\_\_\_\_ Dept. \_\_\_\_\_

Course Title \_\_\_\_\_ Number of Units \_\_\_\_\_

Proposer's Name \_\_\_\_\_ Date: \_\_\_\_\_

Proposed change is to modify the following:

- Description in Schedule
- Course No
- Cr/No Cr Option

- Description in catalog
- Semester Offered
- Length of Course

Change effective for:  Fall  Spring  Summer Year \_\_\_\_\_

### PRIOR TO INFORMING CRC OF AN ADMINISTRATIVE CHANGE

**Step 1.** Proposer completes all applicable sections below.

CURRENT CATALOG &/or CLASS SCHEDULE DESCRIPTION  
(photocopy from current catalog or class schedule)

Length of Course in Weeks \_\_\_\_\_ Semester Offered \_\_\_\_\_ Credit/No Credit \_\_\_\_\_

### ***TO BE CHANGED TO:***

NEW Course Number \_\_\_\_\_

NEW Course Title \_\_\_\_\_

NEW Catalog Description \_\_\_\_\_

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NEW Class Schedule Description \_\_\_\_\_

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NEW Length of Course in Weeks \_\_\_\_\_ NEW Semester Offered \_\_\_\_\_

NEW Cr/No Cr \_\_\_\_\_

Rationale For Revision \_\_\_\_\_

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**Step 2.** Department Chair certifies that the administrative change(s) has been discussed and

approved by the faculty of the \_\_\_\_\_ department and communicated to the similar department at WVC.

Dept. Chair \_\_\_\_\_ Date \_\_\_\_\_

**Step 3.** Division Chair certifies that the administrative change(s) has been communicated to the Division Chair Council.

Division Chair \_\_\_\_\_ Date \_\_\_\_\_

**AFTER CHANGES TAKEN TO THE CRC**

**Step 4.** The Office of Instruction certifies that the administrative change(s) meets the requirements of the Mission College curriculum process and that the proposed change(s) has been entered in the MCF by \_\_\_\_\_.

CIO \_\_\_\_\_ Date \_\_\_\_\_

# COURSE REVISION

## Approval Process and Signature Form

<b>Information on Current Course:</b>	
Course Number _____	Dept. _____
Course Title _____	Number of Units _____
Proposer's Name _____	Date: _____





**Step 8.** The CRC Chair certifies that the Curriculum Review Committee has reviewed this course revision and that it complies with Mission College goals and with College/District/State requirements and procedures.

CRC Chair: \_\_\_\_\_ Date: \_\_\_\_\_

**Step 9.** The Office of Instruction certifies that the course revision meets the requirements of the Mission College curriculum process.

CIO: \_\_\_\_\_ Date: \_\_\_\_\_

**Step 10.** The Academic Senate President has reviewed the proposed curriculum changes.

Academic Senate Chair: \_\_\_\_\_ Date: \_\_\_\_\_

**Step 11.** The President has reviewed and approved the proposed course revision.

President, Mission College: \_\_\_\_\_ Date: \_\_\_\_\_

**Step 12.** The CIO forwards approved proposal to the District Chancellor for signature.

Chancellor: \_\_\_\_\_ Date: \_\_\_\_\_



A 99 course can only be taught twice; after being taught twice, the course must go through the normal CRC process.

**E. COURSE DESCRIPTION FOR CLASS SCHEDULE**

**F. COURSE CONTENT:** (Include a list of major topics/activities covered and the percent of time devoted to each.)

**G. COURSE OBJECTIVES:** (List a few of the major objectives and/or skills to be attained by the student as a result of completing this course. Formulate them in terms of specific student outcomes that can be measured. student

Upon completion of this course, the student should be able to:

**H. RESOURCES NEEDED OR ANTICIPATED:** (Not necessary to list “instructor” or “room” or “textbook.”)

**I. RATIONALE FOR COURSE**

**Step 2.** Department Chair certifies that this experimental course has been discussed and approved by the faculty of the \_\_\_\_\_ department(s).

Dept. Chair \_\_\_\_\_ Date \_\_\_\_\_

**Step 3.** Proposer understands that neither general education requirements nor transferability can be determined until this course has completed the standard curriculum approval process granted by the Board of Trustees.

Proposer \_\_\_\_\_ Date \_\_\_\_\_

**Step 4.** Proposer certifies that the experimental course has been articulated with the \_\_\_\_\_ department(s) at West Valley College for course content, title and unit value.

Proposer \_\_\_\_\_ Date \_\_\_\_\_

**Step 5.** Division Chair certifies that the experimental course has been reviewed within the Division Chair Council for overlap, conflict and resource support.

Division Chair \_\_\_\_\_ Date \_\_\_\_\_

**Step 6.** CRC Chair certifies that the Curriculum Review Committee has reviewed this experimental course.

CRC Chair \_\_\_\_\_ Date \_\_\_\_\_

**Step 7.** Office of Instruction certifies that the experimental course \_\_\_\_\_ meets the requirements of the Mission College curriculum \_\_\_\_\_ process; that the appropriate instructional load, SAM Code and \_\_\_\_\_ TOP Code have been identified; and that any restrictions \_\_\_\_\_ imposed by an Accrediting Agency have been noted.

CIO \_\_\_\_\_ Date \_\_\_\_\_

# INACTIVATION COURSE/PROGRAM/CERTIFICATE

## Approval Process and Signature Form

Name of Course/Program/Certificate _____		
Proposer's Name _____		Date _____
<input type="checkbox"/> Course	<input type="checkbox"/> Program	<input type="checkbox"/> Certificate

### PRIOR TO SUBMITTING TO CRC

**Step 1.** Proposer attaches current Catalog Description of Course/Program/Certificate (photocopy from Catalog).

**Step 2.** Proposer provides statement on rationale for inactivation \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Proposer \_\_\_\_\_ Date \_\_\_\_\_

**Step 2.** Proposer certifies that this course/program/certificate inactivation has been discussed and approved by the faculty of the \_\_\_\_\_ department(s) affected by the inactivation.

List department(s) \_\_\_\_\_

Proposer \_\_\_\_\_ Date: \_\_\_\_\_

### PRIOR TO FINAL APPROVAL BY CRC

**Step 3.** Proposer certifies that the Learning Resource Services and/or Computer Lab has received a copy of this course/program/certificate inactivation.

Proposer \_\_\_\_\_ Date: \_\_\_\_\_

**Step 4.** Proposer certifies that the Articulation Officer has received a copy of this course/program/certificate inactivation.

Articulation Officer \_\_\_\_\_ Proposer \_\_\_\_\_ Date: \_\_\_\_\_

**Step 5.** Proposer certifies that a copy of this course/program/certificate inactivation has been forwarded to the \_\_\_\_\_ department(s) at West Valley College.

Proposer \_\_\_\_\_ Date: \_\_\_\_\_

**Step 6.** The Division Chair certifies that this course/program/certificate inactivation has been reviewed within the DC Council meeting.

Division Chair: \_\_\_\_\_ Date \_\_\_\_\_

**FOLLOWING APPROVAL OF CRC**

**Step 7.** The CRC Chair certifies that the Curriculum Review Committee has reviewed this course/program/certificate inactivation and that it complies with Mission College goals and with College/District/State requirements and procedures.

CRC Chair: \_\_\_\_\_ Date: \_\_\_\_\_

**Step 8.** The Office of Instruction certifies that the course/program/certificate inactivation meets the requirements of the Mission College curriculum process.

CIO: \_\_\_\_\_ Date: \_\_\_\_\_

**Step 9.** The Academic Senate President has reviewed the proposed curriculum inactivation.

Academic Senate Chair: \_\_\_\_\_ Date: \_\_\_\_\_

**Step 10.** The President has reviewed and approved the course/program/ certificate inactivation.

President, Mission College: \_\_\_\_\_ Date: \_\_\_\_\_

**Step 11.** The CIO forwards approved proposal to the District Chancellor for signature.

Chancellor: \_\_\_\_\_ Date: \_\_\_\_\_

**MISSION COLLEGE**  
**DISTANCE LEARNING COURSE OUTLINE ADDENDUM**  
 (to accompany associate degree course outline form)

**Date** \_\_\_\_\_

**Course Name and Number** \_\_\_\_\_ **No. of Units** \_\_\_\_\_

**Course Title** \_\_\_\_\_

Each proposed or existing course, if delivered by distance education, shall be separately reviewed and approved by the curriculum committee prior to being offered. [Education Code 55378]

Address the following questions:

**I. Need/Justification**

What is the intent in offering the course by distance education?  
 How will learning be enhanced by the use of distance education technology?

**II. Methods of Instruction: Instructor-Student Contact**

**A. Regular Contact**

1. Describe how you will achieve regular effective contact with your students. Indicate type and number of instructor-student contacts per semester and how you feel this will ensure it will be effective.

2. Check the methods you expect to use:

e-mail	_____	Listserve	_____
Face to Face	_____	Electronic Bulletin Board	_____
Chatroom	_____	Fax	_____
FAQS	_____	Other	_____
Telephone	_____		

3. Identify the number of

Orientation sessions (in person)	_____
Group meetings (in person)	_____
Review session (in person)	_____

Other (describe) \_\_\_\_\_

4. Describe how you will identify and respond to students experiencing difficulty.

**B. Hours for Content Delivery and Interaction**

List the following:

<u>Activity &amp; Delivery Plan</u>	<u>Activity Hours</u>	<u>Purpose</u>
-------------------------------------	-----------------------	----------------

**C. Assignments**

Describe student assignments.

**D. Methods of Evaluation**

Describe how you will evaluate students.

**III. Support for Students**

**A. Technical Support**

What equipment and staff are necessary to support the course (for students and faculty)? Is it already available?

**B. Instructional Materials and Resources**

Describe how students will access to instructional materials and resources.

**C. Student Services**

Describe how students will access to counseling and financial aid services.

**D. Accommodations for Students with Disabilities**

Describe how students with disabilities will access the course appropriate support service.

**E. Additional Resources**

Are additional resources/or secretarial support needed or anticipated for this class?

**IV. Class size**

(This should not be interpreted as superseding class size negotiated by ACE.)

A. **Maximum Class Size** \_\_\_\_\_

B. **Optimal Class Size** \_\_\_\_\_

**Approval Dates:**

**Division** \_\_\_\_\_

**CRC** \_\_\_\_\_

**Board of Trustees** \_\_\_\_\_

**APPROVAL PROCESS  
FOR DISTANCE LEARNING  
COURSE**

Course Name and Number \_\_\_\_\_ No. of Units \_\_\_\_\_

Course Title \_\_\_\_\_ Date \_\_\_\_\_

**Step 1.** The Proposer certifies that this proposed DL format has been discussed and approved by the faculty of the \_\_\_\_\_ (department).

Proposer: \_\_\_\_\_ Date: \_\_\_\_\_

**Step 2.** The Proposer certifies that this proposed DL format has been articulated with the \_\_\_\_\_ department at West Valley College on this date \_\_\_\_\_.

Proposer: \_\_\_\_\_ Date: \_\_\_\_\_

**Step 3.** The CRC Chair certifies that the Curriculum Review Committee has reviewed this Proposed Distance Learning Course and that it complies with Mission College goals and with the College/ District/ State requirements and procedures.

CRC Chair: \_\_\_\_\_ Date: \_\_\_\_\_

## NEW DEGREE PROGRAM/CERTIFICATE

### Course Approval Process and Signature Form

Name of New Degree Program/Certificate \_\_\_\_\_

AA Degree

AS Degree

Certificate

Proposer's Name \_\_\_\_\_ Date \_\_\_\_\_

**Attach copy of new degree program or certificate curricular pattern as it will appear in the college catalog.**

**PRIOR TO SUBMITTING TO CRC**

All new programs and certificates need to be recommended for approval by the Curriculum Committee. “The courses for a new program, even existing courses, should be reviewed anew in connection with a new program application and recommended for approval for that purpose by the Curriculum Committee.” New programs or certificates of less than 18 units do not need to be forwarded to the State Chancellor’s Office for approval. Those with 18 or more units need to complete the forms necessary for state approval as well as those for the local Curriculum Committee.

**Step 1.** Proposer will:

- A. Submit signature forms for New Program/Certificate, completed up to Step 5.
- B. Attach a copy of the proposed new program/certificate (as you would like to see it printed in the catalog), including the program name, a description of the program and the listing of the courses required with units. (See current catalog for examples.)  
NOTE: Any courses included that have not been approved by the Curriculum Committee need to go through the normal approval process for new courses.
- C. Attach a statement indicating the rationale for offering this program and evidence of need in the community (i.e., Advisory Committee report, survey reports, etc.)
- D. Indicate how and when this program will be evaluated.
- E. Please check to make sure the catalog description corresponds with the Counseling major sheet.

**Step 2.** Proposer certifies that the Learning Resource Services and/or Computer Lab has received a copy of this new degree program/certificate.

Proposer \_\_\_\_\_ Date: \_\_\_\_\_

**Step 3.** Articulation Officer certifies that this new degree program/certificate has been reviewed for consistency. This proposal meets the requirements for transferability and/or the degree requirements as proposed on the course outlines.

Articulation Officer \_\_\_\_\_ Date: \_\_\_\_\_

**Step 4.** Proposer certifies that this new degree program/certificate has been articulated with \_\_\_\_\_ department(s) at West Valley College for numbering sequence, course content, title and unit value.

Proposer \_\_\_\_\_ Date: \_\_\_\_\_

**Step 5.** The Division Chair certifies that this new degree program/certificate has been reviewed within the DC Council meeting for overlap, conflict and resource support.

Division Chair: \_\_\_\_\_ Date \_\_\_\_\_

**AFTER APPROVAL OF CRC**

**Step 6.** The CRC Chair certifies that the Curriculum Review Committee has reviewed this new degree program/certificate and that it complies with Mission College goals and with College/District/State requirements and procedures.

CRC Chair: \_\_\_\_\_

Date: \_\_\_\_\_

**Step 7.** The Office of Instruction certifies that the new degree program/certificate meets the requirements of the Mission College curriculum process.

CIO: \_\_\_\_\_

Date: \_\_\_\_\_

**Step 8.** The Academic Senate President has reviewed the new degree program/certificate curriculum changes.

Academic Senate Chair: \_\_\_\_\_

Date: \_\_\_\_\_

**Step 9.** The President reviews and approves the new degree program/certificate.

President, Mission College: \_\_\_\_\_

Date: \_\_\_\_\_

**Step 10.** The CIO forwards approved proposal to the District Chancellor for signature.

Chancellor: \_\_\_\_\_

Date: \_\_\_\_\_

# DEGREE PROGRAM OR CERTIFICATE REVISION

## Approval Process and Signature Form

### Information on Current Degree Program/Certificate

Name of Program/Certificate \_\_\_\_\_

AA Degree Prog

AS Degree Prog

Certificate

Proposer's Name \_\_\_\_\_

Date \_\_\_\_\_

### PRIOR SUBMITTING TO CRC

**Step 1.** Proposer:

- A. lists down the **left side of a page** the courses (include name, number, title and units) which are in the current degree program/certificate and opposite them, down the **right side of the page**, lists the courses that would be offered in the revised degree program/certificate as proposed. Indicate with "(N)" those courses that are new to the college.

**B.** provides a statement regarding the rationale for the proposed revision. Statement should include evidence of need in the community (include such items as documentation of Advisory Committee input, survey reports, etc.).

**C.** lists which majors will be affected by the proposed degree program/certificate revision.

**D.** indicates how and when this degree program/certificate will be evaluated.

**Step 2.** Proposer certifies that the program/certificate revision has been discussed and approved by faculty of the involved department (s) and also certifies that any new or revised courses in this proposal have obtained all necessary approvals and have been reviewed and approved by the faculty of the \_\_\_\_\_ department(s).

Proposer \_\_\_\_\_ Date: \_\_\_\_\_

**PRIOR TO FINAL APPROVAL BY CRC**

**Step 3.** Proposer certifies that the Library and/or Computer Lab has received a copy of this degree program/certificate revision.

Proposer \_\_\_\_\_ Date: \_\_\_\_\_

**Step 4.** Articulation Officer certifies that this degree program/certificate revision has been reviewed for consistency. This proposal meets the requirements for transferability and/or the degree requirements as proposed on course outline.

Articulation Officer \_\_\_\_\_ Date: \_\_\_\_\_

**Step 5.** Proposer certifies that this degree program/certificate revision has been articulated with \_\_\_\_\_ department(s) at West Valley College for numbering sequence, course content, title and unit value.

Proposer \_\_\_\_\_ Date: \_\_\_\_\_

**Step 6.** The Division Chair certifies that this degree program/certificate revision has been reviewed within the DC Council meeting for overlap, conflict and resource support.

Division Chair: \_\_\_\_\_ Date \_\_\_\_\_

**AFTER SECOND READING OF CRC**

**Step 7.** The CRC Chair certifies that the Curriculum Review Committee has reviewed this degree program/certificate revision and that it complies with Mission College goals and with College/District/State requirements and procedures.

CRC Chair: \_\_\_\_\_ Date: \_\_\_\_\_

**Step 8.** The Office of Instruction certifies that the degree program/certificate revision meets the requirements of the Mission College curriculum process.

CIO: \_\_\_\_\_ Date: \_\_\_\_\_

**Step 9.** The Academic Senate President has reviewed the proposed curriculum changes.

Academic Senate Chair: \_\_\_\_\_ Date: \_\_\_\_\_

**Step 10.** The President has reviewed and approved the proposed degree program/certificate revision.

President, Mission College: \_\_\_\_\_ Date: \_\_\_\_\_

**Step 11.** The CIO forwards approved proposal to the District Chancellor for signature.

Chancellor: \_\_\_\_\_ Date: \_\_\_\_\_

# Addition of Course To General Education List

## Approval Request and Signature Form

<b>Course Number</b> _____	<b>Dept.</b> _____
<b>Course Title</b> _____	<b>Number of Units</b> _____
<b>Proposer's Name</b> _____	<b>Date:</b> _____

**Step 1.** Proposer completes the following:

The above course should be considered for addition to the General Education List for Mission College as follows:

**GE for an Associate Degree:**       Yes       No

Area(s) \_\_\_\_\_

**GE for California State University:**       Yes       No

Area(s) \_\_\_\_\_

NOTE: To obtain approval for California State University, the course outline must also be sent to the California State University Chancellor.

**GE for University of California:**       Yes       No

Area(s) \_\_\_\_\_

NOTE: Acceptance of a course for breadth by the University of California (UC) may be determined by UC Systemwide or by an individual UC campus.

**Step 2.** Provide an explanation of why and how this course meets the General Education needs and/or supplies breadth for the system(s) and area(s) indicated.

**Step 3.** Articulation Officer certifies that proposer has discussed this request and the request has been forwarded to the appropriate approval bodies.

Articulation Officer \_\_\_\_\_ Date \_\_\_\_\_

**Step 4.** CRC Chair certifies that the course has been:

**Approved**                       **Not Approved for GE for an Associate Degree**

**Approved**                       **Not Approved for GE for CA State University**

**Approved**                       **Not Approved for GE for the Univ. of California**

**Approved**                       **Not Approved for GE for Other Institutions**

CRC Chair \_\_\_\_\_ Date \_\_\_\_\_

# APPENDIX

## APPENDIX A

### Common Problems with Course Proposals

1. Incorrect Form Submitted

Solution: Submit the correct form. Don't forget to complete the additional forms for adding your course to a General Ed list or to the requirements for a degree or certificate major.

2. Incomplete Information Submitted

Solution: Be sure to provide all the information requested. **Include sample assignments where indicated.**

3. Signatures Missing

Solution: Acquire all signatures. **Be sure to include the signature routing sheet with your original proposal.** Lack of required sign-offs will revert the document back to the proposer.

4. Spelling and/or Grammatical Errors

Solution: Please spell check your documents and use correct grammar. (The Technical Review Subcommittee will check for grammatical errors, but it is always a good idea to ask a colleague to read the proposal beforehand. It's better to be embarrassed in front of one person, than in front of fifteen.)

5. Information Supplied is Unreadable

Solution: Please use electronic format whenever possible and TYPE all forms/information that must be submitted in hardcopy form. To avoid destroying any more trees than we have to, check with the Office of Instruction to determine word processing software and format to follow so that the forms can be delivered electronically. A hard copy of the Signature Page is necessary for final approval.

6. Deadlines Are Missed

Solution: Be sure and meet often and review deadlines with your CRC representative. Keep your Division Chair informed as to your progress so that the Chair is able to agendize consideration of your curriculum for the Division Chair Council as soon as possible.

## **Areas to pay specific attention to:**

Outline format. The course proposal is in outline format. See **Appendix B** for proper outline headings.

Course Objectives. Use action verbs. Be as specific as possible. Avoid vague, difficult to measure objectives such as "will understand world history." See **Appendix C** for additional useful information.

Bibliographic format. Consistently use the recommended format in **Appendix D**.

Unit/class hours agreement. One lecture hour per week for one semester equals one unit. Three lab hours per week equals one unit. If you intend to require students to participate in more time than the 3/1 ratio do not go overboard. The definition of a unit in the Handbook Introduction represents the minimum number of hours a student must complete in order to receive one unit of credit.

Description for class schedule. Rather than restating the catalog description, the class schedule description should be as brief as is possible in order to minimize the length of the schedule (to save printing costs).

Repeatability. Students may repeat one time any class in which they receive a grade of D or F. Repeatability in this context refers to repeating for credit a class that has already been passed with a grade of C or better. Is there value in taking the class more than once (e.g., P.E., computer, some food preparation classes) in order for the student to continue to improve their skills? If so then you may want to OK repeatability for your course. See the Repeatability section in the instructions for filling out a New Course Outline for applicable rules.

## APPENDIX B

### Suggested Outline Format

Although there are other formats that are sometimes utilized in producing outlines of information, for curricular purposes the following format should be used.

#### I. First major heading

##### A. Subheadings of first degree

1. Subheadings of second degree

2.

a. Subheadings of third degree

b.

(1) Subheadings of fourth degree

(2)

(a) Subheadings of fifth degree

##### B.

1.

2.

a.

b.

(1)

(2)

(a)

(b)

#### II. Second major heading

## APPENDIX C

### Process or Action Verbs

Provided below is a list of suggested process verbs. They are categorized according to how demanding the cognitive level is (Level 4 being the most challenging, Level 1 the least challenging) with regard to critical thinking skills. Incorporate the use of these or other appropriate process verbs when completing your course outlines.

#### Level 4

Design Conceive of a solution, plan, or artistic invention.

Solve Propose a remedy or answer for a problem.

#### Level 3

Analyze Divide into parts and examine for function or meaning.

Classify Sort into groups or categories on the basis of commonalties.

Compare Look for qualities or characteristics that resemble each other. Emphasize similarities among them, but in some cases also mention differences.

Contrast Stress the dissimilarities, differences, or unlikeness of things, qualities, events, or problems.

Criticize Express judgment about the merit or truth of the factors or views mentioned. Give the results of analysis of these factors, discussing their limitations and good points.

Discuss Examine, analyze carefully, and give reasons pro and con. Be complete, and give details.

Evaluate Carefully appraise the problem, citing both advantages and limitations. Emphasize the appraisal of authorities and, to a lesser degree, one's personal evaluations.

Interpret Translate, give examples of, solve, or comment on, a subject, usually giving one's judgment about it.

Plan Envision or forecast a possible sequence of actions or contingencies.

Prove Establish that something is true by citing factual evidence or giving clear logical reasons.

Synthesize Bring together separate elements in a way that integrates them.

## Level 2

Define Give concise and clear meanings. Make sure to give the limits of the definition. Place in terms of a large class and sum up distinctive features. Support with examples.

Explain Clarify, interpret, and spell out the material presented. Distribute the material presented. Give reasons for differences of opinion or of results and try to analyze causes.

Identify Select relevant items or examples from a larger group.

Illustrate Use a figure, diagram, or concrete example to explain or clarify a problem.

Outline Organize a description under main points and subordinate points, omitting minor details and stressing the arrangement or classification of things.

## Level 1

Describe Recount, characterize, sketch, or relate in sequence or story form.

Diagram Give a drawing, chart, plan, or graphic answer. Label a diagram. In some cases, add a brief explanation or description.

Enumerate Write in list or outline form, giving points concisely one by one.

List As in "enumerate," write an itemized series of concise statements.

## APPENDIX D

### The Standard Bibliographic Form

When listing any written source material, standard bibliographic book form should be used. This form is most useful when identifying source material.

Although the standard bibliographic book form is manipulated to fit various special circumstances (e.g., books with more than one author, component of a book, an edited collection of works by various writers) the formula is basically the same:

**Last Name, First Name Middle Initial of author. Title Of Book.  
Edition. Place Of Publication: Name Of Publisher, Copyright  
Date. Pages Referenced.**

#### **Examples:**

Bevington, David, ed. The Complete Works of Shakespeare. Third edition.  
Glenview, Ill.: Scott, Foreman, 1980.

Baran, Paul A., and Paul M. Sweezy. Monopoly Capital: An Essay on American  
Economic and Social Order. New York: Monthly Review P, 1966.

Adkins, Nelson. "Emerson and the Bardic Tradition." Publications of Modern  
Language Association 72 (1948): 662-67.

Levin, Robert J. "Sex, Morality, and Society." Saturday Review, 9 July 1966:  
29-30.

For other source materials which may be used in classes, such as magazines, newspapers, artwork, legal citations, audio or video tapes, mimeographed sources, data base sources, you may refer to a "form and style" manual (such as The Little English Handbook, Sixth Edition by Corbett and Finkle) available in most libraries. The forms for these are only minimally different from the basic book form shown above.

## APPENDIX E

### Title V Compliance

#### Prerequisite/Corequisites/Advisories Guidelines

Entry level reading, writing and mathematics prerequisites must be specified for any credit course which demands language or mathematical proficiency. In general, prerequisite skill levels will be affected by four factors:

- (1) the language or mathematical skills required if students are to be able to understand and apply the material presented in the course;
- (2) the amount of time available for the student to review and practice the skill;
- (3) the degree to which the student must apply the skill in new and more complex contexts; and
- (4) the degree to which students are assisted in their efforts to understand and meet expectations, observe conventions and learn required formats or techniques.

Thus, if a review of necessary skills is part of the course and described in the course outline, then a lower prerequisite may be specified than would be specified for a course where mastery of the course content is dependent on well-established skills. Similarly, if guidance in the development of skills or in the application of skills to complex problems/situations is considered part of the course and described in the course outline, then a lower prerequisite may be specified than would be specified if such guidance were not a part of the course.

With the above discussion in mind, consider the following guidelines for assigning course prerequisites/corequisites/advisories.

#### **READING**

If students are required to read extensively outside of class (a chapter or more of textbook material constituting 30 or more pages of text each week) and if they must use what they have learned from their readings to succeed in the class, completion of English 1A is recommended.

If students are required to read extensively outside of class (a chapter or more of

textbook material constituting 30 or more pages of text each week) and if they are guided to apply what they have learned from their readings so that they might succeed in the course, then eligibility for English 1A is recommended. If the department wants a higher prerequisite—for example, if the department wants students to be working on their reading and writing skills—concurrent enrollment in English 1A could be specified.

If students are required to read less extensively outside of class (fewer than 30 pages of text each week) and if they are guided to apply what they have learned from their readings so that they might succeed in the course, then eligibility for English 108A is recommended. Concurrent enrollment in English 108A could be named in this case if the department wants to be sure that students are working on their reading and writing skills in other contexts as well.

## WRITING

If students are expected to write extensively and without much guidance in order to succeed in the course, then completion of, or concurrent enrollment in, English 1A is recommended. "Extensive" writing would be required if students were expected, for example, to (a) write several short papers (2-6 pages) reporting, synthesizing and analyzing ideas presented in the text, in lectures or in outside readings; (b) write a term paper; or (c) write one or two short papers and term paper in addition to in-class essay examinations.

If students are expected to write less extensively in order to succeed in the course, then eligibility for English 1A is recommended. "Less extensive" writing, would be required if students were expected, for example, to write one or two short papers (2-6 pages), reporting, synthesizing, and analyzing ideas presented in the text, in lectures or in outside readings in addition to in-class essay examinations.

If students are expected to write extended paragraphs (as in essay examination situations), summaries and reports of readings, and, and if students are given guidance and some support in developing analytical papers that may be 2-3 pages in length, then eligibility for English 1A or concurrent enrollment in English 108A is recommended.

## CRITICAL THINKING

The college curriculum should provide students with systematic experience in recognizing and constructing the explanations and/or arguments appropriate in each area of the curriculum.

- Instruction in mathematics should include introduction to fundamental reasoning patterns and recognition of these patterns as they are used appropriately both in mathematics and in other content areas; meaning and use of quantifiers (such as 'all' and 'some'), logical connectives (such as 'if. . . then' and 'and'), and logical operators (such as 'not'), logical formulations of hypotheses and generalizations; recognition and application of general principles; testing for assumptions and implications;

standards of proof for deduction and induction, including valid and invalid deductive forms; and several modes of induction, such as enumeration, analogies, extension of a pattern of thought, and probability.

- Instruction in science should include reasoning from observations to explanatory or predictive conclusions; understanding the functions of definitions, concepts, and quantification's in formulating hypotheses; assessing the truth of claims about facts and states of affairs; formulating and evaluating causal, statistical and probability generalizations; applying appropriate inferential patterns and identifying what is assumed, what is relevant, and what is implied; and activities of classifying and comparing, such as organizing data, applying various quantifying and measuring techniques, analyzing, and using models/metaphors/analogies and other figurative modes.

- Instruction in oral and written language (both English and foreign language) should include the ability to identify the function and logical structure of both brief and extended communications; understand, introduce and clarify concepts and themes; comprehend and use predication and classification; grasp relationships between general and particular claims; differentiate between denotation and connotation, and between literal and figurative language; comprehend and assess metaphorical and other figurative uses of language; pose problems and propose alternative solutions; recognize and correct fallacious reasoning; argue from and defend opposing points of view as well as one's own; and be sensitive to the differentiation of levels of meaning in natural languages, such as the significance of syntactic, semantic and pragmatic levels of meaning.

- Instruction in literature and the visual and performing arts should include experience in using modes of literal and figurative expression; describing and analyzing; formulating criteria for interpretation and evaluation; comparing and contrasting uses of content and materials, symbolic and stylistic devices, modes of expression and themes; constructing and justifying interpretations and evaluations and communicating the results of these operations systematically and clearly.

- Instruction in history and social science should include direction in analysis, comparison, contrast and classification of human behavior and action, and events; weighing evidence and integrating evidence obtained from a variety of methods and sources, including determining which information is relevant and recognizing whether data is adequate; identifying central issues and problems; delineating facts from opinions, interpretations and conclusions; identifying assumptions and presuppositions; detecting stereotypes, biases, emotive devices and semantic slanting; acknowledging similarities and differences in value systems and ideologies; formulating and assessing explanatory predictive hypotheses through use of appropriate inference patterns; checking for consistency; and applying rational procedures in arriving at conclusions expressing moral, political, economic and social valuations.

If students are required to summarize or report on information gained from

assigned readings, independent reading, or class discussion, and if students are required to analyze, evaluate, or respond thoughtfully in some manner to what they have learned in the course without much guidance from the instructor, then concurrent enrollment in or completion of English 1A is recommended.

If students are required to summarize or report on information gained from assigned readings, independent reading or class discussion, and if students are guided to analyze, evaluate or respond thoughtfully in some manner with specific guidance from the instructor, then eligibility for or concurrent enrollment in English 1A is recommended.

If students are required to demonstrate mastery of information in assigned readings, independent reading or class discussion, and if students receive specific guidance from the instructor in applying what they have learned in the course to new situations or to different contexts, then eligibility for or concurrent enrollment in English 108A is recommended.

## **MISSION COLLEGE ASSOCIATE DEGREE STANDARDS**

The Curriculum Committee and the Academic Senate at Mission College have identified that all course classified as Associate Degree courses must carry the following advisories:

- eligibility for English 108A (completion of English 905)
- eligibility for Reading 53 (completion of Reading 961)
- for some courses, eligibility for Math A (completion of Math 903)

## **STUDENT ADVISORY**

All courses that count toward associate degree credit have a minimum advisory of eligibility for ENGL 108A, Effective Writing, and READ 53, Speed and Critical Reading. Some courses may also have a mathematics advisory. Some courses have other advisories, corequisites or prerequisites. Courses numbered in the 900's do not count towards an associate degree. Students are advised that eligibility for ENGL 108A, Effective Writing, and READ 53, Speed and Critical Reading, is recommended for successful completion of associate degree level courses.

## APPENDIX F

# Cultural Pluralism

### Goals of Cultural Pluralism at Mission College

These goals were developed by the Mission faculty following a mandate by the governing board. Our faculty decided to teach cultural pluralism across the curriculum, instead of requiring one specific course to be taken by our degree and transfer students.

Our goals are to:

- \* address the needs of the culturally diverse student population at Mission.
- \* expose all Mission students, not only transfer students, to ideas and experiences originating from a variety of cultures,
- \* reduce prejudice, racism, and discrimination,
- \* increase student and staff awareness, understanding and appreciation of the diverse ethnic and cultural groups that comprise our society through comparison of various attitudes, values and perceptions,
- \* assist students and staff to examine ways of thinking that are limited by stereotypic, ethnocentric or monolithic points of view.
- \* deal comparatively in the classroom with the value systems and subjective aspects of Western and non-Western cultures or dominant and minority cultures in the United States.
- \* facilitate students and staff understanding of cultural perspectives of others, as well as insight into their own culture, and
- \* promote an understanding of the universality of human needs and sentiment and the diverse practices by which these needs are met.

You can determine if your course is truly culturally pluralistic by analyzing the extent to which it helps to achieve these goals.

## Guidelines for Integrating Cultural Pluralism Into the Curriculum

If you would like inspiration, suggestions or ideas about how to make your course culturally pluralistic, please contact the Cultural Pluralism Committee representative from your Division. That person can guide you to personal and professional resources. Brainstorming ideas with other instructors in your department will also help with content-specific types of dilemmas.

In general, there are basically two suggested ways in which to incorporate cultural pluralism into curriculum:

- (1) course content, and**
- (2) teaching strategies.**

Following are some examples as to how these ideas can be accomplished:

### **(1) Examples of culturally pluralistic course content:**

- \* Students in an English course could read literary selections from other countries, in addition to the traditional Western literature.
- \* Humanities courses could compare and contrast the history, values and cultural traditions of different ethnic groups with the study of classical and European cultures.
- \* Allied Health and Fire Science courses could include discussions of cross-cultural communication strategies and culturally similar and different assumptions about job status, attitudes toward illness and the handicapped, how values affect differences in response to emergencies, and other differences in perceived needs and perspectives of diverse cultures.
- \* Business courses could include discussions of variations in styles of job evaluation cross-culturally and different ways of responding to criticism, different managerial styles in different cultures, different styles of decision-making, etc.
- \* Real Estate courses could include discussions or projects involving cultural similarities and differences in the notion of land use, private ownership, use of space in housing, rural and urban planning, financing, etc.
- \* Science and engineering courses could include the outstanding achievements of members of minority groups (e.g. the five Hispanic Nobel Prize winners in science

and medicine, the Chinese inventor of the seismograph, inventions by African-Americans, etc.).

- \* Mathematics courses could include the history and contributions of mathematicians from non-Western as well as Western cultures.

Textbooks and other instructional materials always reflect cultural perspectives. Considerations to be made in text selection include:

- \* Is there cultural, racial or ethnic bias in content or presentation of content?
- \* Are culturally different perspectives and interpretations included or omitted?
- \* Are cross-cultural examples used in the text?
- \* Are supplementary materials included in the course to counteract the deficiencies or bias of the primary text?

(2) Examples of culturally pluralistic **teaching strategies**:

- \* Speech, Communication and ESL courses could discuss similarities and differences in verbal and non-verbal communication among different cultures.
- \* Speech, Forensics and ESL courses could invite native English-speaking students or tutors to their classes to give non-native English-speaking students opportunities to talk with them.
- \* Courses requiring research can encourage students to select subjects which enhance their understanding of cultures other than their own, or expand their vision of similarities and differences across cultures.
- \* Instructors can encourage students to work with classmates from various cultures during group or paired activities.
- \* Instructors can lead discussions of similarities and differences in educational practices, personal and professional communication strategies and behavioral expectations in social situations.
- \* Instructors can get to know students individually, by name.
- \* To increase the oral participation by students from different cultural backgrounds, instructors can call on individuals for answers rather than addressing questions to the class as a whole.

## MISSION COLLEGE

**DISTANCE LEARNING COURSE OUTLINE ADDENDUM**  
 (to accompany associate degree course outline form)

DATE March 1, 1999

COURSE Name and Number Math C No. of Units 4

Course Title Intermediate Algebra

Each proposed or existing course, if delivered by distance education, shall be separately reviewed and approved by the curriculum committee prior to being offered.  
 [Education Code 55378]

Address the following questions:

**I. Need/Justification**

What is the intent in offering the course by distance education?  
 How will learning be enhanced by the use of distance education technology?

There are three main intentions in delivering this class by distance learning:

- to make the course available to students unable or unwilling to attend class twice a week on campus,
- to make the course available to students unable to meet the fixed class schedules, and
- to make the computer-based version of this course available to more students without requiring an increase in the use or acquisition of computer equipment available on campus.

Many of our Math C students have been unable to complete the course due to time commitments that arise during the semester: changes in job obligations, illnesses and other difficulties within their families. We believe that offering the course by distance learning will lessen this difficulty, as well as make the resources for learning the material available to students 24 hours a day.

Students will use a home, work or other Windows computer, with a CD drive and internet access to connect with a college server. They will use a set of CD-ROMs, and a set of workbooks, to learn the material of the course, with the server recording their work, including online quiz scores.

## II. Methods of Instruction: Instructor-Student Contact

### 1. Regular Contact

Describe how you will achieve regular effective contact with your students. Indicate type and number of instructor-student contacts per semester and how you feel this will ensure it will be effective. [Note: the requirement for “in-person” contact, i.e., “face-to-face”, has been replaced with a requirement for “regular effective contact” (see Guidelines for Good Practice: Effective Instructor-Student Contact in Distance Learning; Academic Senate for the Calif. Comm. Colleges; adopted Spring, 1999)].

### 2. Methods

e-mail communication

Individual	<u>2 - 10</u>	Via listserv	_____
Via Chatroom	<u>4 - 6</u>	Via Bulletin Board	_____
Via FAQs	_____		

Telephone contacts 4 - 6

### 3. Identify the number of:

Orientation sessions (in person)	<u>1 (2 hrs, mandatory)</u>
Group meetings (in person)	<u>4 (2 hrs each, mandatory)</u>
Review session (in person)	<u>1 (2 hrs, optional)</u>
Other (describe)	_____

Contact with the instructor is to have four forms:

- A minimum of five on-campus meetings: orientation at the beginning of the semester, a midterm examination, two lecture classes on material not covered by the CD-ROMs and a final examination,
- Messages sent between the instructor and student via computer within the mathematics software,
- E-mail sent between the instructor and student, and
- Weekly real-time individual and group conferences via a web based chat room.

### 4. Describe how you will identify and respond to students experiencing difficulty.

- Test, online and homework scores will be monitored for signs of student difficulty,
- Identified students will be contacted individually and encouraged to use optional group meetings, instructor office hours, or tutor programs.

## **B. Hours for Content Delivery and Interaction**

<b>ACTIVITY</b>	<b>HOURS</b>	<b>PURPOSE</b>
5 CD-ROMs	= 60 hrs	supplants normal lecture format
5 Mandatory meetings: 1 orientation session, 1 mid-term exam, 2 lecture sessions 1 final exam	= 10 hrs	sessions designed to assist students in understanding assignments & enable instructor to evaluate student progress
1 Optional meeting to review for exams, lecture on selected topics	= 2 hrs	sessions designed to assist students in learning difficult material
Total = 72 hrs		

### **C. Assignments**

Describe student assignments.

In order for a student to be successful in this course it is anticipated that each student will need to spend time, aside from that necessary to do computer-based lessons and take exams, using the course workbooks. Consequently, although the majority of student time will not be spent attending class sessions at the College, students should still expect to spend approximately seven hours each week reading and completing the workbook, studying the materials and doing additional online work. In addition, at least one hour per week will be spent communicating via computer with the instructor and other students in the class using e-mail and chat rooms.

### **D. Methods of Evaluation**

Describe how you will evaluate students.

Testing will include computerized online tests as well as on-site classroom tests. Participation in contact activities will be evaluated. Project papers will require submission of drafts to document progress. Written, comprehensive midterm and final exam.

## **III. Support For Students**

### **A. Technical Support**

What equipment and staff are necessary to support the course (for students and faculty)? Is it already available?

Students will use a non-campus Windows computer (at home or work) to access a College internet server, which has already been purchased. The chat periods will be handled by an existing College server. All needed equipment is currently available.

Faculty and students may call the District Information Services Helpline for technical assistance. Additional help will be provided by the instructor.

**B. Instructional Materials and Resources**

Describe how you will provide students with access to instructional materials and resources.

Students may access the college library and instructional material center when on campus for orientation and testing sessions.

The college library catalog may be accessed over the internet.

**C. Student Services**

Describe how you will provide students with access to counseling and financial aid services.

Students may access counselors and financial aid assistance when on campus for orientation and testing sessions.

Web advising is available on a limited basis.

**D. Accommodations for Students with Disabilities**

Describe how you will accommodate students with disabilities.

Students may contact the DSPS program staff when they are on campus for orientation sessions, or by telephone at other times to make suitable arrangements.

Web site course material will be accessible to screen readers.

**E. Additional Resources**

Are additional resources/or secretarial support needed or anticipated for this class?

No.

**IV. Class size**

30 (standard limit for Math classes taught in the on-campus computer lab)



# APPENDIX H

## DISCIPLINES LIST MINIMUM QUALIFICATIONS FOR FACULTY AND ADMINISTRATORS IN CALIFORNIA COMMUNITY COLLEGES

The Academic Senate for California Community Colleges  
Approved by the Board of Governors California Community Colleges  
Third Edition  
September 1996

Table of Contents

Disciplines Requiring the Master's Degree

Disciplines in which a Master's Degree is Not Generally Expected or Available

Disciplines Requiring the Master's Degree

These disciplines lists must be used in conjunction with the Board of Governors' minimum qualifications regulations (Title V, Sections 53400-430). A few of the applicable rules specified in Title V are:

- Degrees and credits generally must be from accredited institutions (Section 53406).
- An occupational license or certificate is required in certain instances (Section 53417).
- A district may hire a person who possesses qualifications different from, but equivalent to, those listed on the disciplines list, according to criteria and procedures agreed upon by the governing board and the academic senate (Section 53430).

Title 5 regulations also specify minimum qualifications for additional faculty members, including health services professionals, noncredit instructors, apprenticeship instructors, DSPS personnel, EOPS personnel, learning assistance and tutoring coordinators, and work experience coordinators.

Whenever this list mentions a master's degree, any degree beyond the master's would also satisfy that qualification.

Under each of the disciplines below, the phrase "OR the equivalent" refers to the possibility of hiring faculty who do not possess the exact degrees listed, under a local process developed and agreed upon by representatives of the governing board and the academic senate, as provided for in Education Code Section 87359 and Title 5 Section 53430.

### **Accounting:**

Master's in accountancy or business administration with accounting concentration OR Bachelor's in business with accounting emphasis or business administration with accounting emphasis or economics with an accounting emphasis AND Master's in business, business education, taxation, or finance OR the equivalent.

(NOTE: A bachelor's degree with a CPA license is an alternative qualification for this discipline, pursuant to Title V, Section 53410.1.)

### **Agriculture:**

Master's in agriculture, agriculture sciences or education with a specialization in agriculture OR Bachelor's in any of the above AND Master's in agriculture business, natural resources, animal science, plant science, soil science, forestry, pomology, agricultural engineering, environmental horticulture, agronomy, or ecology OR the equivalent.

### **Anthropology:**

Master's in anthropology or archaeology OR Bachelor's in either of the above AND Master's in sociology, biological sciences, forensic sciences, genetics or paleontology OR the equivalent.

**Art:**

Master's in fine arts, art, or art history OR Bachelor's in any of the above AND Master's in humanities OR the equivalent.

(NOTE: "Master's in fine arts" as used here refers to any master's degree in the subject matter of fine arts, which is defined to include visual studio arts such as drawing, painting, sculpture, print making, ceramics, textiles, and metal and jewelry art; and also art education and art therapy. It does not refer to the "Master of Fine Arts" (M.F.A.) degree when that degree is based on specialization in performing arts or dance, film, video, photography, creative writing, or other nonplastic arts.)

**Astronomy: See Physics/Astronomy****Biological Sciences:**

Master's in any biological science OR Bachelor's in any biological science AND Master's in biochemistry, biophysics, or marine science OR the equivalent.

**Business:**

Master's in business, business management, business administration, accountancy, finance, marketing, or business education OR Bachelor's in any of the above AND Master's in economics, personnel management, public administration, or JD or LL.B. degree OR Bachelor's in economics with a business emphasis AND Master's in personnel management, public administration, or JD or LL.B. degree OR the equivalent.

**Business Education:**

Master's in business, business administration, or business education OR Bachelor's in any of the above AND Master's in vocational education OR the equivalent.

**Chemistry:**

Master's in chemistry OR Bachelor's in chemistry AND Master's in biochemistry, chemical engineering, chemical physics, physics, molecular biology, or geochemistry OR the equivalent.

**Child Development/Early Childhood Education:**

Master's in child development, early childhood education, human development, home economics/family and consumer studies with a specialization in child development/early childhood education, educational psychology with a specialization in child development/early childhood education OR Bachelor's in any of the above AND Master's in social work, educational supervision, elementary education, special education, psychology, bilingual/bicultural education, life management/home economics, family life studies, or family and consumer studies OR the equivalent.

**Computer Science:**

Master's in computer science or computer engineering OR Bachelor's in either of the above AND Master's in mathematics, cybernetics, business administration, accounting, or engineering OR Bachelor's in engineering AND Master's in cybernetics, engineering, mathematics, or business administration OR Bachelor's in mathematics AND Master's in cybernetics, engineering, mathematics, or business administration OR the equivalent.

(NOTE: Courses in the use of computer programs for application to a particular discipline may be classified, for minimum qualifications purposes, under the discipline of the application.)

**Counseling:**

Master's in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, or career development, OR the equivalent.

(NOTE: A license as a Marriage, Family, and Child Counselor is an alternative qualification for this discipline, pursuant to Title V, Section 53410.1.)

**Dance:**

Master's in dance, physical education with a dance emphasis, or theater with dance emphasis OR Bachelor's in any of the above AND Master's in physical education, any life science, physiology, theater arts, kinesiology, humanities, performing arts, or music OR the equivalent.

**Dietetics: See Nutritional Science/Dietetics****Drama/Theater Arts:**

Master's in drama/theater arts/performance OR Bachelor's in drama/theater arts/performance AND Master's in comparative literature, English, speech, literature, or humanities OR the equivalent.

**Earth Science:**

Master's in geology, geophysics, earth sciences, meteorology, oceanography, or paleontology OR Bachelor's in geology AND Master's in geography, physics, or geochemistry OR the equivalent.

**Ecology:**

Master's in ecology or environmental studies OR the equivalent OR See Interdisciplinary Studies

**Economics:**

Master's in economics OR Bachelor's in economics AND Master's in business, business administration, business management, business education, finance, or political science OR the equivalent.

**Education:**

Master's in education OR the equivalent.

**Engineering:**

Master's in any field of engineering OR Bachelor's in any of the above AND Master's in mathematics, physics, computer science, chemistry, or geology OR the equivalent.

(NOTE: A bachelor's in any field of engineering with a professional engineer's license is an alternative qualification for this discipline, pursuant to Title V, Section 53410.1.)

**Engineering Technology:**

Master's in any field of engineering technology or engineering OR Bachelor's in either of the above AND Master's in physics, mathematics, computer science, biological science, or chemistry OR the equivalent.

**English:**

Master's in English, literature, comparative literature, or composition OR Bachelor's in any of the above AND Master's in linguistics, creative writing, or journalism OR the equivalent.

**ESL:**

Master's in TESL, TESOL, applied linguistics with a TESL emphasis, linguistics with a TESL emphasis, English with a TESL emphasis, or education with a TESL emphasis OR Bachelor's in TESL, TESOL, English with a TESL certificate, linguistics with a TESL certificate, applied linguistics with a TESL certificate, or any foreign language with a TESL certificate AND Master's in linguistics, applied linguistics, English, composition, bilingual/bicultural studies, reading, speech, or any foreign language OR the equivalent.

**Ethnic Studies:**

Master's in the ethnic studies field OR The equivalent OR See Interdisciplinary Studies

**Family and Consumer Studies/Home Economics:**

Master's in family and consumer studies, life management/home economics, or home economics education OR Bachelor's in any of the above AND Master's in child development, early childhood education, human development, gerontology, fashion, clothing and textiles, housing/interior design, foods/nutrition, or dietetics and food administration OR the equivalent.

**Foreign Languages:**

Master's in the language being taught OR Bachelor's in the language being taught AND Master's in another language or linguistics OR the equivalent. **Geography:**

Master's in geography OR Bachelor's in geography AND Master's in geology, history, meteorology, or oceanography OR The equivalent OR See Interdisciplinary Studies

**Gerontology:**

Master's in gerontology OR The equivalent OR See Interdisciplinary Studies

**Health:**

Master's in health science, health education, biology, nursing, physical education, dietetics, or nutrition OR Bachelor's in any of the above AND Master's in public health, or any biological science OR the equivalent.

**Health Services Director/Health Services Coordinator/College Nurse:**

(Minimum qualifications for these faculty members are specified in Title 5, Section 53411.)

**History:**

Master's in history OR Bachelor's in history AND Master's in political science, humanities, geography, area studies, women's studies, social science, or ethnic studies OR the equivalent.

**Humanities:**

Master's in humanities OR The equivalent OR See Interdisciplinary Studies

**Instructional Design/Technology:**

Master's in instructional design/technology OR the equivalent.

**Interdisciplinary Studies:**

Master's in the interdisciplinary area OR Master's in one of the disciplines included in the interdisciplinary area and upper division or graduate course work in at least one other constituent discipline.

**Journalism:**

Master's in journalism or communication with a specialization in journalism OR Bachelor's in either of the above AND master's in English, history, communication, literature, composition, comparative literature, any social science, business, business administration, marketing, graphics, or photography OR the equivalent.

**Law:**

JD or LL.B. (NOTE: Courses in aspects of law for application to a particular discipline may be classified, for minimum qualifications purposes, in the discipline of the application.)

**Learning Assistance Instructors:**

(Minimum qualifications for these faculty members are specified in Title V, Section 53415.)

**Library Science:**

Master's in library science, library and information science OR the equivalent.

**Linguistics:**

Master's in linguistics or applied linguistics OR Bachelor's in linguistics AND Master's in TESOL, anthropology, psychology, sociology, English, or any foreign language OR the equivalent.

**Management:**

Master's in business administration, business management, business education, marketing, public administration, or finance OR Bachelor's in any of the above AND Master's in economics, accountancy, taxation, or law OR the equivalent.

**Marketing:**

Master's in business administration, business management, business education, marketing, advertising, or finance OR Bachelor's in any of the above AND Master's in economics, accountancy, taxation, or law OR the equivalent.

**Mass Communication:**

Master's in radio, television, film, mass communication, or journalism OR Bachelor's in any of the above AND Master's in drama/theater arts, communication, speech communication, business, or telecommunications, or English OR the equivalent.

**Mathematics:**

Master's in mathematics or applied mathematics OR Bachelor's in either of the above AND Master's in statistics, physics, or mathematics education OR the equivalent.

**Music:**

Master's in music OR Bachelor's in music AND Master's in humanities OR the equivalent.

**Nursing:**

Master's in nursing OR Bachelor's in nursing AND Master's in health education or health science OR The equivalent OR The minimum qualifications as set by the Board of Registered Nursing, whichever is higher

**Nutritional Science/Dietetics:**

Master's in nutrition, dietetics, or dietetics and food administration OR Bachelor's in any of the above AND Master's in chemistry, public health, or family and consumer studies/home economics OR the equivalent.

(NOTE: A bachelor's in nutrition, dietetics, or dietetics and food administration, and certification as a registered dietitian, is an alternative qualification for this discipline, pursuant to Title 5, Section 53410.1.)

**Philosophy:**

Master's in philosophy OR Bachelor's in philosophy AND Master's in humanities or religious studies OR the equivalent.

**Photography:**

Master's in photography, fine arts, or art OR Bachelor's in any of the above AND Master's in art history or humanities OR the equivalent.

**Physical Education:**

Master's in physical education or education with an emphasis in physical education, kinesiology, physiology of exercise, or adaptive physical education OR Bachelor's in either of the above AND Master's in any life science, dance, physiology, health education, recreation administration, kinesiology, or physical therapy OR the equivalent.

**Physical Sciences: See Interdisciplinary Studies**

**Physics/Astronomy:**

Master's in physics, astronomy, or astrophysics OR Bachelor's in physics or astronomy AND Master's in engineering, mathematics, meteorology, or geophysics OR the equivalent.

**Political Science:**

Master's in political science, government, public administration or international relations OR Bachelor's in any of the above AND Master's in economics, history, social science, sociology, any ethnic studies, JD, or LL.B. OR the equivalent.

**Psychology:**

Master's in psychology OR Bachelor's in psychology AND Master's in counseling, sociology, statistics, neuroscience, or psychiatric social work OR the equivalent.

**Reading:**

Master's in education with a specialization in reading or teaching reading OR Bachelor's in any academic discipline AND twelve semester units of course work in teaching reading AND Master's in English, literature, linguistics, applied linguistics, composition, comparative literature, TESL, or psychology OR the equivalent.

**Recreation Administration:**

Master's in recreation administration or physical education OR Bachelor's in either of the above AND Master's in dance, gerontology, or public administration, OR the equivalent.

**Religious Studies:**

Master's in religious studies, theology, or philosophy OR Bachelor's in any of the above AND Master's in humanities OR the equivalent.

**Social Science:**

Master's in social science OR See Interdisciplinary Studies

**Sociology:**

Master's in sociology OR Bachelor's in sociology AND Master's in anthropology, any ethnic studies, social work, or psychology OR the equivalent.

**Special Education:**

(Minimum qualification for these faculty members are specified in Title V, Section 53414.)

**Speech:**

Master's in speech, speech broadcasting, telecommunications, rhetoric, communication, speech communication, or organizational communication OR Bachelor's in any of the above AND Master's in drama/theater arts, mass communication, or English OR the equivalent.

**Theater Arts: See Drama/Theater Arts**

**Women's Studies:**

Master's in women's studies OR the equivalent OR See Interdisciplinary Studies

**Disciplines in Which the Master's Degree is  
Not Generally Expected or Available**

The minimum qualifications for disciplines on this list are any bachelor's degree and two years of experience, or any associate degree and six years of experience. Please see other notes at the beginning of "Disciplines Requiring the Master's Degree."

The list of "areas also included in the discipline" is not exhaustive. Only those areas are included for which it might not be clear otherwise whether they were intended to be included.

Discipline (Areas also included in the discipline appear in italics.)

Addiction paraprofessional training

Administration of justice (Police science, corrections, law enforcement)

Aeronautics (Airframe and power plant, aircraft mechanics, aeronautical engineering technician, avionics)

Agricultural business and related services (Inspection, pest control, food processing/meat cutting)

Agricultural engineering (Equipment and machinery, farm mechanics)

Agricultural production (Animal science, plant science, beekeeping, aquaculture)

Air conditioning, refrigeration, heating (Solar energy technician)

Animal health technology

Animal training and management (Exotic animal training)

Appliance repair (Vending machines)

Archaeological technology

Architecture

Athletic training (Note: This discipline listing applies only to instructors teaching apportionment generating courses in the subject of

athletic training. Non-apportionment-generating athletic training activity is not subject to minimum qualification.)

Auto body technology (Antique and classic auto restoration)

Auto mechanics

Aviation (Flight, navigation, ground school, air traffic control)

Banking and finance

Barbering

Bicycle repair

Bookbinding

Broadcasting technology (Film making/video, media production, radio/TV)

Building codes and regulations (Inspecting of construction, building codes, contractor training)

Building maintenance

Business machine technology

Cabinetmaking

Cardiovascular technology

Carpentry

Coaching

Commercial art (Sign making, lettering, packaging, rendering)  
 Commercial music  
 Ceramic technology  
 Computer information systems (Computer network installation, microcomputer technology, computer applications)  
 Computer service technology  
 Construction management  
 Construction technology  
 Cosmetology  
 Court interpreting  
 Court reporting  
 Culinary arts/food technology (Food service, meat cutting, baking, waiter/waitressing, bartending)  
 Dental technology (Dental assisting, dental hygiene)  
 Diagnostic medical technology (Diagnostic medical sonography, neurodiagnostic technology, polysonographic technology)  
 Diesel mechanics  
 Dietetic technician  
 Drafting  
 Electricity (Electrical power distribution)  
 Electromechanical technology (Industrial mechanical technology)  
 Electronics (Avionics)  
 Electronics technology (Radio, television, computer repair, avionics)  
 Electromicroscopy  
 Electroplating  
 Emergency medical technologies  
 Engineering support (Surveying, engineering aids)  
 Environmental technologies (Environmental hazardous material technology, hazardous material abatement, environmentally conscious manufacturing, waste water pretreatment, air pollution control technology, integrated waste management, water treatment, sewage treatment)  
 Equine science (Equine training, equitation, ferrier science, pack horse management)  
 Estimating  
 Fabric Care (Laundry and dry cleaning)  
 Fashion and related technologies (Merchandising, design, production)  
 Fire technology  
 Flight attendant training  
 Fluid mechanics technology  
 Folk dance  
 Forestry/natural resources (Range management, soil, air and water resources; fish/wildlife management; parks and recreation)  
 Furniture making  
 Graphic arts (Desktop publishing)  
 Gunsmithing  
 Health care ancillaries (Medical assisting, hospice worker, home care aide, certified nurse aide, health aide, ward clerk, central service technology, childbirth educator, primary care associate, massage therapy)  
 Health information technology (Medical record technology)  
 Heavy duty equipment mechanics  
 Hotel and motel services  
 Industrial design  
 Industrial maintenance  
 Industrial relations  
 Industrial safety  
 Industrial technology (Foundry occupations)  
 Insurance  
 Interior design  
 Janitorial services  
 Jewelry  
 Labor relations  
 Legal assisting (Paralegal)  
 Library technology  
 Licensed vocational nursing

Locksmithing  
 Machine tool technology (Tool and die making)  
 Manufacturing technology (Quality control, process control)  
 Marine diving technology  
 Marine engine technology  
 Masonry (Concrete, cement work, bricklaying)  
 Materials testing technology (Destructive testing or nondestructive examination)  
 Media production (Also see Broadcasting technology)  
 Medical instrument repair  
 Mining and metallurgy (Oil field operations)  
 Mortuary science  
 Motorcycle repair  
 Music management  
 Music merchandizing  
 Musical instrument repair  
 Nursing science: clinical practice  
 Occupational therapy assisting  
 Office technologies (Secretarial skills, office systems, word processing, computer applications, automated office training)  
 Ornamental horticulture (Landscape horticulture, design, maintenance, landscape architecture, floristry, floral design)  
 Pharmacy technology  
 Photographic technology/commercial photography  
 Physical therapy assisting  
 Piano tuning and repair  
 Plastics  
 Plumbing  
 Printing technology (Typography, composition, printing)  
 Private security (Security management, safety/accident control, hazardous substance management, crime prevention)  
 Prosthetics and orthotics  
 Psychiatric technician  
 Public relations  
 Radiologic technology  
 Radiation therapy  
 Real estate  
 Rehabilitation technician  
 Radiation therapy  
 Real estate  
 Rehabilitation technician  
 Respiratory technician  
 Respiratory technologies  
 Restaurant management  
 Retailing (Purchasing, merchandising, sales)  
 Robotics (Computer integrated manufacturing)  
 Sanitation and public health technology  
 Search and rescue  
 Sheet metal  
 Ship and boat building and repair  
 Shoe rebuilding  
 Sign language  
 Small business development (Entrepreneurship)  
 Small engine mechanics  
 Stagecraft  
 Steamfitting  
 Surgical technology  
 Telecommunication technology  
 Transportation (Dispatching)  
 Travel services  
 Upholstering  
 Vision care technology  
 Watch and clock repair

## APPENDIX I

### Directions for Filling Out MCF Form (form available in Office of Instruction)

<b>Dept:</b>	Accounting	MACCT	Health Education	MHLTH
	Allied Health	MHLTH	History	MHIST
	Anthropology	MANTR	Hospitality Management	MHM
	Art	MART	Humanities	MARTH
	Astronomy	MPHYS	Institutional Food	MHM
	Biological Science	MBIOS	Interdisciplinary Studies	MCS
	Business	MBUS	Learning Service	MLS
	Chemistry	MCHEM	Library	MLIB
	Child Development	MCHD	Manufacturing	MMFG
	Communication Studies	MCS	Mgmt & Supervision	MMKT
	Com Health Worker	MHLTH	Marketing	MMKT
	Computer Applications	MCA	Mathematic	MMATH
	CET	MCET	Military Science/ROTC	MLS
	CIS	MCIS	Music	MMUS
	CIT	MCIT	Nutritional Science	MNS
	Counseling	MCOUN	Philosophy	MPHIL
	Dietary Service	MNS	Physical Education	MPE
	Drafting	MDRFT	Adaptive P.E.	MPE
	Economic	MECON	Physics	MPHYS
	Engineering	MENGR	Political Science	MPOLS
	English	MENGL	Psychiatric Technician	MHLTH
	ESL	MESL	Psychology	MPSYCH
	Fire Protection Tech	MFPT	Reading	MREAD
	Food Service Technician	MHM	Real Estate	MREST
	Foreign Languages	MFOLA	Retail Floristry	MHM
	Global Studies	MARTH	Sociology	MSOC
	Graphic Art	MGRAT	Vocational Nursing	MHLTH

	Graphic Design	MGDES	Work Experience	MHLTH
<b>Subject:</b>	Accounting	ACCTG	Hospitality Management	HM
	Allied Health	AH	Humanities	HUMAN
	Anthropology	ANTHR	Institutional Food	INFDS
	Art	ART	Interdisciplinary Studies	IS
	Astronomy	ASTRO	Italian	ITAL
	Biological Science	BIOSC	Japanese	JPNS
	Business BUS		Learning Service	LS
	Chemistry	CHEM	Library	LIB
	Child Development	CHD	Manufacturing	MFG
	Chinese	CHIN	Mgmt & Supervision	MGMT
	Communication Studies	COMM	Marketing	MKT
	Com Health Worker	COMHL	Mathematic	MATH
	Computer Applications	CA	Military Science	MLSC
	CET	CET	Music	MUSIC
	CIS	CIS	Nutritional Science	NS
	CIT	CIT	Philosophy	PHIL
	CNT	CNT	Physical Education	PE
	Counseling	COUNS	Adaptive P.E.	PE
	Dietary Service	DS	Physics	PHYS
	Drafting	DRAFT	Political Science	POLIT
	Economic	ECON	Portuguese	PORTG
	Engineering	ENGR	Psychiatric Technician	PT
	English	ENGL	Psychology	PSYCH
	Environmental Tech	ET	Reading	READ
	ESL	ESL	Real Estate	RLEST
	Fire Protection Tech	FPT	Retail Floristry	RF
	Food Service Technician	FDRST	ROTC	ROTC
	French	FRNCH	Social Sciences	SOCSC
	Global Studies	GLOBL	Sociology	SOC
	Graphic Art	GRART	Spanish	SPAN
	Graphic Design	GDES	Vietnamese	VIET
	Health Education	H ED	Vocational Nursing	VN
	History	HIST	Work Experience	WRKEX
<b>Course #:</b>	Example -	ACCTG 001A		
		↑            ↑		
		<i>Subject</i> <i>Course #</i>		

<b>Credit Type:</b>	C	Credit – Not Degree Applicable
	D	Credit – Degree Applicable
	N	Noncredit
	NC	Non Course
	T	Transfer

**Credit(s):** Enter the minimum number of credits. If the course is a fixed credit course, enter the total number of credits, or if the credit is variable, enter the range.

<b>Course Level:</b>	A	Apprenticeship
	B	Advanced Occupational
	C	Clearly Occupational
	D	Possibly Occupational
	E	Not Occupational
	1	One Level Below Transfer
	2	Two Level Below Transfer
	3	Three Level Below Transfer
	4	More than 3 Levels Below

**Course Title:** Description/Name of the course taken from the Curriculum approved course outline.

<b>Local IDs:</b>	Accounting	050200	History	220500
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Allied Health	120110	Hospitality Management	300200
Anthropology	220200	Humanities	490300
Art	100200	Institutional Food	300200
Astronomy	191100	Learning Service	493032
Biological Science	040110	Library	493003
Business	050100	Manufacturing	099900
Chemistry	210430	Mgmt & Supervision	050630
Child Development	130510	Marketing	050900
Com Health Worker	210430	Mathematic	170100
Computer Application	051470	Military Science/ROTC	180100
CET	093400	Music	100400
CIT	093400	Nutritional Science	130600
CIS	070100	Philosophy	150900
Contract Education	684801	Physical Education	083500
Counseling	493000	Athletic	083500
Dietary Service	130620	Adaptive P.E.	083500
Drafting	095300	Physics	190200
Economic	220400	Political Science	220700
Engineering	090100	Psychiatric Technician	123900
English	150100	Psychology	200100
ESL	493080	Reading	493070
Fire Science	213300	Real Estate	051100
Food Service Technician	300200	Retail Floristry	010920
Foreign Languages	110100	Sociology	220800
Global Education	493000	Speech	150600
Graphic Art	093600	Vocational Nursing	120320
Graphic Design	093600	Work Experience	050100
Health Education	083500		

**Course Types:**

PBS	Pre-collegiate Basic Skill
BS	Basic Skill
NBS	Not Basic Skill
OCOOP	Occupational COOP Course
GCOOP	General COOP Course
IE	Immigrant Education
IST	In-Service Training
APP	Apprenticeship
ORNT	Orientation

**Course Equate:** If this course equates with any other cross-discipline(s) course at Mission or West Valley, please indicate it here. You must check and get approval with the appropriate department chair or college. The courses you list may be substituted for this course and will satisfy the same requirements.

**Instructional**

**Method:** Enter one or more instructional methods to be used in this course. Please indicate the lecture hours, lab hours, scheduled lab hours (loaded hours) and hours by arrangement (unloaded hours) for the course. Also, list the load value for each method of instruction.

Example: CIT 022, 2.5 lec, 1.5 lab, 1.0 hr by arr (per week)

Instructional Method: (please list total hours for 18 weeks)

Lec Hrs:  Lab Hrs:  Sched Lab Hrs(loaded):  Hrs By Arr(unloaded):

Load:  Load:  Load:

**Distance**

**Learning:** If this course has been approved by the Curriculum Review Committee to be offered as a distance learning course, please indicate whether it can be taught as a television and/or online course.

**Default**

**Capacity:** Colleague uses this number as a default to course locations. If there are no course locations, Colleague uses this number as a default to course sections, where it can be changed as needed. Please list the maximum number of students which can enroll in the class.

**# of repeat:** The registration retake policy defines how many times a student may register for a single course. Please indicate how many times this course can be repeated and not the total times this course may be taken.

**Count retakes for credit:** If you enter [Y] (Yes), the student receives credit for each successful completion of this course. For example, if the course is a two-credit course and the student takes it three times, the course appears as three two-credit courses totaling six credits. If you enter [N] (No), then Colleague uses the grade scheme rules associated with the course to determine which grade to count. For example, you may have a course whose rules specify that only the best grade counts.

**Instructor consent:** If you enter [N], the student is not required to receive a faculty member's consent to take the course.

**Petition required:** If you enter [N], the student is not required to petition in order to take the course.

**Allow audit:** If you enter [N], students who register for this course will not be allowed to audit the course.

**Only Pass/No Pass:** Enter [Y] if a student may only take the course on a pass/no pass. If you enter "Yes," the Allow Pass/No Pass field is also set to "Yes". ("Credit/No Credit Only")

**Allow Pass/No Pass:** Enter [N] if a student may not take the course on a pass/no pass basis. If you enter "No," the Only Pass/No Pass field needs to also be set to "No". ("Grade Only")

NOTE: For the "Credit/No Credit Option", set the Only Pass/No Pass field to "No" and the Allow Pass/No Pass field to "Yes". ("Credit/No Credit Option")

**Funding source:** These are sources, such as agencies, corporations, etc., from which this course is eligible to receive funding. On the course section, it is used for California Community Colleges MIS reporting.

- V VATEA Funding
- N Not VATEA Funding

**Funding Acctg Method:** The method for accounting is used in California Community Colleges MIS reports.

- W Weekly Census (formerly CH) – 16 to 18 weeks; full term course; may include hours by arrangement and not affect the Funding Accounting Method.
- D Daily Census (formerly DH) – less than full term course but more than 5 meetings; no hours by arrangement; if hours by arrangement are included, this will change the Funding Accounting Method to PAC (positive attendance).
- PAC Positive Attendance/CR (formerly PH) – Course that are: (1) less than full term course with hours by arrangement, (2) less than 5 meetings, (3) open entry and open exit, (4) in-service training, OR (5) apprenticeship.
- IW Independent Study/Work Experience – Weekly (formerly UA) – Course that are: (1) Independent Study, (2) Work Experience, OR (3) Distance Learning - TV/Online with specific meeting times and no hours by arrangement.
- ID Independent Study/Work Experience – Daily (formerly UA) – Course that are: (1) Independent Study, (2) Work Experience, OR (3) Distance Learning - TV/Online with any hours by arrangement.
- PANC Positive Attendance/NC
- NC NC, Independent Study, Distance Learning
- X Not Reported

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**Disability****Status:**

The method for accounting is used in California Community Colleges MIS reports. Indicates whether the course is an "approved special class". In California, this is used to say if this course is approved according to the provisions of Title 5, Section 56028, and is therefore repeatable for apportionment purposes under the provisions of Title 5, Section 56029.

- S      Approved special class
  - N      Not a special class
- 

**Lab/Material****Fee:**

Enter required lab/material fee, if applicable.

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**Purpose:**

This field is used to further categorize courses in accordance with their primary objective.

- A      Liberal Arts & Sciences
  - B      Developmental Preparatory
  - C      Adult/Secondary Basic Education
  - D      Personal Development/Survival
  - E      For Substantially Handicapped
  - F      Parenting/Family Support
  - G      Community/Civic Development
  - H      General and Cultural
  - I      Occupational Education
- 

**Transfer Status:** This field is used for a course that can be transferred to other institutions. Use this field to indicate if this course can transfer to the schools at which your students would normally continue their education.

- A      Transfers to both UC/CSU
- B      Transfers to CSU only
- C      Not transferable