

College of Marin Course Outline Guide

Revised March 2010



College of Marin Curriculum Committee
Subcommittee of the Academic Senate

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Source Documents

- (1) Program and Course Approval Handbook, 3rd edition. (California Community Colleges Chancellor’s Office, March 2009)
- (2) The course Outline of Record: A Curriculum Reference Guide. (Academic Senate for California Community Colleges, 2008.)
- (3) Components of a Model Course Outline of Record
(Academic Senate for California Community Colleges, 1995)
- (4) Curriculum Committee Review of Distance Learning Courses and Sections
(Academic Senate for California Community Colleges, 1995)
- (5) Good Practice for Course Approval Processes
(Academic Senate for California Community Colleges, 1998)
- (6) College of Marin 2009-2010 Catalog
(Office of Curriculum and Articulation, 2009)
- (7) MCCD-UPM/AFT 2004-2007 Collective Bargaining Agreement
(College of Marin Human Resources Department)
- (8) Title 5 of the California Education Code
- (9) Curriculum Committee Resource Binder

College of Marin Recommendation for a New, Revised, or Deleted Course

Standards for the course outline are contained in Title 5, in the Curriculum Standards Handbook, in accreditation standards, and in intersegmental general education agreements with California State University and the University of California.

Role of the Course Outline

The course outline is the primary vehicle for **course planning**. When a course is revised or updated, it is the course outline that records the change. As such, it forms the basis for a **contract among the student, instructor, and institution** giving the fundamental required components of the course which the student is guaranteed to receive from the instructor and from the institution. More than just specifying the required components of the course, the outline of record states the content and level of rigor for which students will be held accountable. The **prerequisites** students need to advance successfully through a series of such courses are based on information in the outline of record.

The course outline plays a critical role in the on-going process of **program review** by which a college seeks to keep its curriculum relevant and to allocate its resources sufficiently to maintain its programs. When new programs are designed, it is through the selection of courses and construction of new course outlines that the program design is evaluated.

The course outline of record should not be confused with the **syllabus**. The course outline is a contract between the college and the student. The syllabus describes how the individual instructor will carry out the terms of that contract. Syllabi give specific dates, grading standards, and other rules of conduct of a course required by the individual instructor. A course outline gives the basic components of the course required to be taught by all instructors. A syllabus allows the individual instructor to include methods and topics which may go beyond the course outline. It gives the instructor the opportunity to bring out his or her particular talents and strengths.

Another role of the course outline is to demonstrate that all of the **required components are present in the course to the required degree of rigor as specified in Title 5 and the Curriculum Standards Handbook**. It is the responsibility of the College Curriculum Committee to review course outlines submitted by discipline faculty to assure that they meet these standards. Such course approval is the central task of the Curriculum Committee.

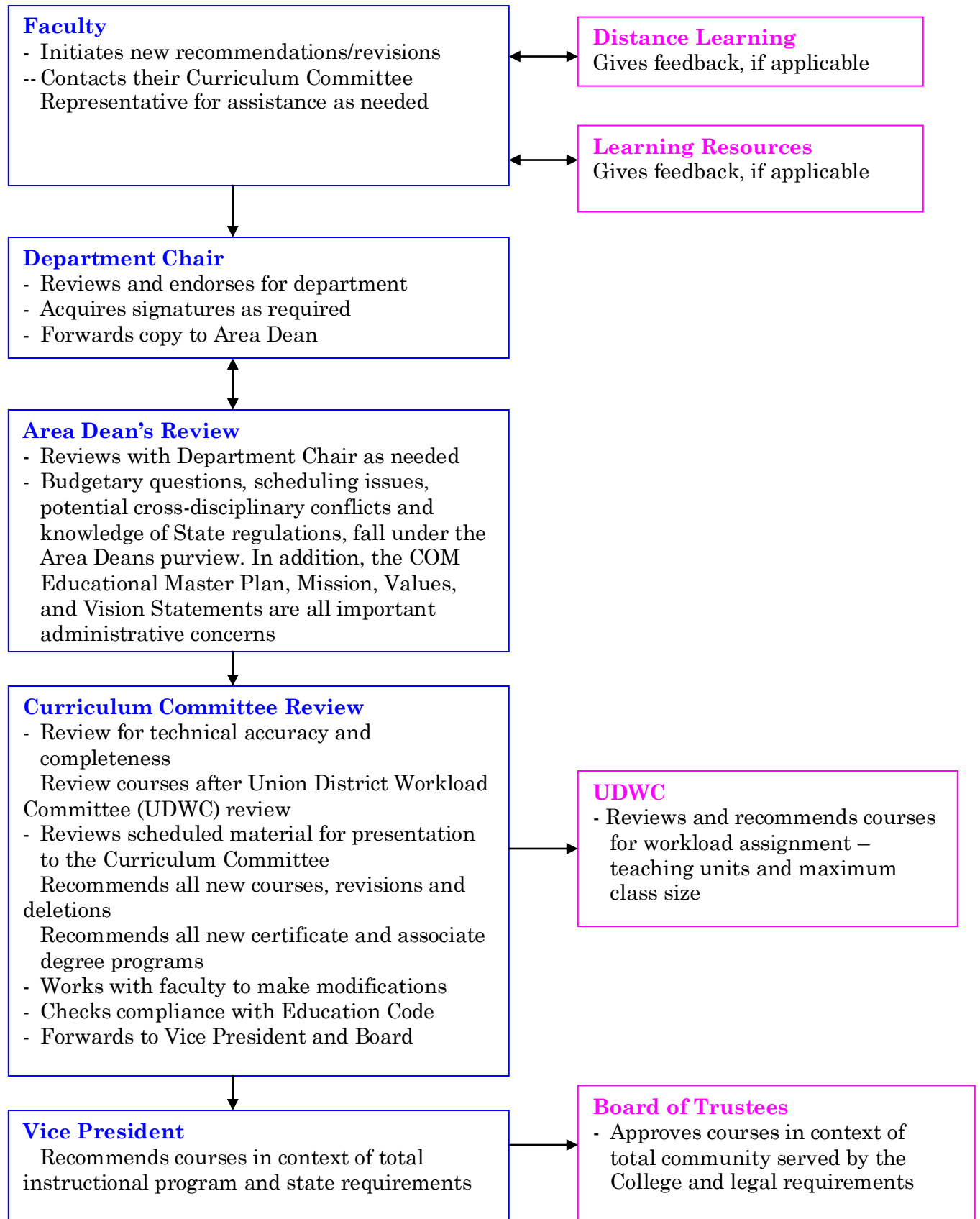
Finally, the course outline serves as the basis for evaluation of the **transferability** of courses and to substantiate their equivalence to courses offered at four-year schools. Outlines of record are submitted annually for approval as meeting CSU General Education breadth requirements and for inclusion in the Intersegmental General Education Transfer Curriculum (IGETC). Each college also establishes Transfer Articulation Agreements with surrounding four-year colleges and universities.⁽²⁾

College of Marin Review and Approval Process for Credit Courses

The process for initiating a new credit course or revising an existing one at College of Marin consists of the following steps:⁽⁸⁾

1. **Instructor Initiation:** Any credit faculty member may present a course to the Curriculum Committee for approval. The Committee urges faculty members to work with their colleagues in the discipline as a course can be taught by any eligible faculty member. It is also recommended that faculty members work with their representative on the Curriculum Committee to ensure that the proposal is complete. Detailed instructions are included in this guide.
2. **Department Chair Approval:** The department chair must review the recommendation, particularly to determine feasibility and to consider the course's appropriateness within the discipline's curriculum. The Committee will not accept a course recommendation without the department chair's signature. The chair will forward the signed original to the Curriculum and Articulation Specialist with copies and also send a copy for information to the department's area dean.
3. **Dean Information Review:** Faculty members are strongly encouraged to work closely with their area deans during the process of creating or revising courses. Budgetary questions, scheduling issues, potential cross-disciplinary conflicts and knowledge of State regulations are all important administrative concerns. The area dean participates in the discussion at the Curriculum Committee meeting, as all deans are members.
4. **Curriculum Committee Review:** Only review of signed courses will be scheduled by the curriculum specialist for Union District Workload Committee review and for presentation at the Curriculum Committee.
5. **Union District Workload Committee Review:** UDWC reviews and recommends courses for workload assignment and maximum class size before they are presented to the Curriculum Committee. Courses that need additional clarification by UDWC may still proceed to the Curriculum Committee. However, both the UDWC and Curriculum Committee reviews must be completed before a course can be scheduled.
6. **Curriculum Committee Final Approval:** The Curriculum Committee reviews and recommends courses for educational content, relevance to the discipline or program, value to the students served, specific need addressed, and compliance with the Education Code. The Committee will work with faculty to make modifications.
7. **Vice President of Student Services:** The Vice President recommends courses in the context of the total instructional program, state regulations, and requirements.
8. **Action by Board of Trustees:** The Board of Trustees approves new courses, course changes, and deletions in the context of the total community served by the College and legal requirements. Further approval by the Chancellor's Office may be required for stand alone courses not part of an approved program.

Course Review and Approval Chart



INSTRUCTIONS FOR COMPLETING THE RECOMMENDATIONS FOR NEW, REVISED, OR DELETED COURSE FORM

The following instructions are intended for use with the Recommendation for New, Revised, or Deleted Course Form for credit courses. The instructions are as follows:

data gathering, recommending a course or course revision, course matrix, and the outline of record. Each item number corresponds to the same number listed on the form and contains instructions, resources to contact, and when considered helpful, in-depth information regarding the item. Instructors may contact the Curriculum Committee Chairperson with any overall issues involving the Curriculum Committee.

Instructors interested in proposing a noncredit course should contact the Community Education and Services Office regarding the process and forms.

Signature Page

1. Action

(Please check appropriate box.)

- a. To add a course, complete the entire form, except Item No. 27.
- b. To revise a course, complete the entire form.
- c. To delete a course, complete only
Items No. 1, 2, 3, and 28.
- d. To propose a distance education course, complete the entire form.

Note

A renumbered course is considered a course revision when the number is changing and only slight revisions are made to the course. If there are significant changes to the course content, goals, outcomes, or level of prerequisite, the action taken is to add the course with a different number.

Although not a new course, in the case of a 139 Selected Topic course being converted to a catalog course, the action taken is to add the course

because it is the first time it will appear in the catalog for evaluators at other schools. Items not considered when the course was proposed as a 139 such as mission, how it fits in the overall offerings of the discipline, justifying prerequisites, catalog description, application to associate degree, transferability, general education, and transfer major need to be addressed by the Curriculum Committee.

In the case of a currently existing course proposed for distance education, the action taken is to add the course. Title 5 regulations requires that distance education courses go through the same approval process as all other courses and a separate course outline is to be maintained on file.

2. **Subject** – Use drop down menu to choose your discipline.

3. Number

(i.e., MATH 105 College Algebra)

Number: Use the discipline abbreviation and number (for example AUBF 114) as it appears in the catalog or schedule. If a new discipline is being proposed, contact the Curriculum and Articulation Office to determine its abbreviation.

At College of Marin course numbers reflect the level of the course. To avoid using an inactive or deleted number, you are advised to contact the Curriculum and Articulation Office when proposing a new course or renumbering courses.

Use numbers 10-99 for courses that **do not** count toward the College of Marin associate degree such as remedial English, ESL, and remedial math.

Use numbers 100-199 for courses that **do** count toward the College of Marin associate degree at the “freshman level” and courses designed to fulfill general education requirements. Numbers 101-109 are most often used for general education courses. The number 110 is most often used for the introductory course in a program sequence.

Use numbers 200-299 for courses that do count toward the College of Marin associate degree at the “sophomore level” which normally include courses requiring some advanced preparation.

Use course numbers 39 and 139 for experimental or special topic courses. In most cases, courses designated as 39 or 139 may be offered twice. A department must then decide if the course should be part of its regular catalog offerings. Please note that only some 139 courses will transfer. Transfer of 139 courses to the University of California depends upon a review of the course outline at the specific UC campus.

Course numbers 249ABC are reserved for directed study within each discipline. Directed study courses should not be confused with selected topic courses. Directed study courses are designed to give students an opportunity to participate in independent study projects not covered within the scope of available curriculum offerings. Students plan and execute a project under an instructor's direction. Directed Study sections do not appear in the class schedule and teaching units are not usually given for this type of course.⁽⁵⁾

4. **Course Title:** The title should be considered carefully as it both identifies and advertises the course. The title needs to clearly state the focus of the course. Glib titles for credit courses should be avoided.
5. **Date:** Enter the date that you are creating this course outline.
6. **Give the reason(s) for creating, revising or deleting this course.**
Within the full context of the program and discipline, give the reasons for recommending the creation, revision or deletion of this course. If this is a new proposal, what evidence of need exist for the course. Was the need for the course identified by an advisory committee or an outside source? Please attach additional sheets if necessary.

Course Information Section (Items 1 - 19)

1. **Course Number** (This will be automatically generated from the Signature Page)

2. **Course Title** (This will be automatically generated from the Signature Page)

3. **First Semester/Year New Course or Change Will Take Effect**

When considering this response, please note that all new and revised courses that are intended for transfer to four-year institutions must be articulated with those institutions. Also, stand alone courses that are not part of an approved program must have separate approval by the Chancellor's Office before being offered. **Please do not plan to offer a course until these processes are completed.**

4. **Offered as Short Term Only. Define Weeks, Days, or Hours Course Meets**

Check this item if the course is only offered as short term. Please indicate in weeks, days or hours, the exact length of the course. For example, if the only way a course can be scheduled is for eight weeks, check this item and indicate eight weeks. Contact the Curriculum and Articulation Office, if necessary, to compute hours in relationship to length of term.

5. **Open Entry/Exit**

Open entry/exit courses are those that list TBA hours of attendance, for all or part of the course, when the instructor of record is present (i.e., most self-paced, supervised lab classes). The method of attendance accounting differs if this box is checked. Instructors of open entry/exit courses are required to record attendance at each class meeting and turn in an attendance roster at the end of the term.

6. **Maximum Class Size For New Course**

Class maximums are negotiated by the Union District Workload Committee. UDWC has the final determination regarding maximum class size. The Curriculum Committee, however, does review class size using the following criteria:

- 1) there is a clearly stated educational need for a particular class size;
- 2) there are equipment constraints;
- 3) there are student health and safety concerns.

Maximum Class Size for Course Revision

If no revision in maximum class size is being proposed, please fill in the current maximum in the "remains at" field. Fill in the "from and to" area if a request is being made to change the maximum class size and give reason(s) in Item No. 28.

7. **Times Taken for Credit**

Refers to the number of times a student may take a course. Normally, a course may not be repeated if a student receives a passing grade. Courses which cover different material each time they are offered, however, or courses which require repetition to increase skill or performance level (i.e., some art, dance, drama, or music courses) may be taken a maximum of four times. Please be prepared to explain, in some detail, the rationale for course repetition. Refer to Appendix B Criteria for Course Repetition for additional information.⁽⁹⁾

8. Grading Systems

Please enter grading preference for this course. Consult with your department chair as certain disciplines may have grading policies for courses. Check both boxes if both grading systems are allowable.

9. Primary Method of Instruction

Please choose the primary method of instruction that best describes this course. **Select only one method of instruction.** You will give a more complete explanation in #24. If your course will be a Distance Learning course or a hybrid course, please fill out the Distance Learning Form.

Methods of instruction in the drop-down list include:

<i>Lecture</i>	<i>Videocassette</i>	<i>Work Experience</i>
<i>Lab</i>	<i>Internet</i>	<i>Directed Study</i>
<i>Lecture/Activity</i>	<i>Video Conferencing</i>	<i>Independent Study</i>
<i>Field Lecture</i>	<i>Satellite</i>	<i>Internship</i>
<i>Field Trip</i>	<i>Audiocassette</i>	<i>Other</i>
<i>Television</i>	<i>Newspaper</i>	

10. Stand Alone Course: May Lead to Future Program: Please indicate if the stand alone course will lead to a new program by checking the appropriate box.

Stand Alone courses include:

- New Selected Topic 139 courses.*
- New courses proposed to fulfill general education requirements at any CSU or UC campus.*
- New vocational courses where College of Marin has less than 12 semester units of stand-alone coursework in the same area.*

Chancellor's Office approval is required for stand-alone courses that are not part of approved programs. A course is considered to be part of an approved program when it is required or is on a list of restricted electives.

11. Reading, Writing, ESL or Math Course, Indicate Level

Instructors who teach courses in these disciplines are advised to consult with their department and chair regarding placement at appropriate level. If you are using the template provided by the Curriculum and Articulation Office, select the appropriate level from the drop-down list. Levels include:

Transferable level

(Engl 150 and Math 104)

One level below transfer level

(Engl 120, 120SL, and Math 103)

Two levels below transfer level

(Engl 98, 98SL, and Math 101)

Three levels below transfer level

(Engl 92, ESL 85, and Math 95)

More than 3 levels below transfer level

12. For COM AA/AS Degree

Please check appropriate box. Please list which degree(s) this course will fulfill requirements for. If you are deleting a course or submitting a new course outline, please submit a revised AA/AS degree form.

Degree Applicable (for AA/AS Degree)

Types of degree applicable courses include the following: ^(1,8)

- a. All lower division courses accepted toward baccalaureate degree credit by CSU or UC.
- b. Courses that apply to the major in nonbaccalaureate occupational fields.
- c. English courses not more than one level below the first transfer level composition course (not lower than Engl 120).
- d. All math courses above and including elementary algebra (including Math 101 and above).
- e. Credit courses in English and mathematics taught in or on behalf of other departments which require entrance skills at a level equivalent to those necessary for the courses specified in c and d above.

COM Curriculum Committee shall recommend approval of a course for associate degree credit if it meets the following standards for degree applicable courses.⁽¹⁾

Grading Policy: Student performance is evaluated by essay unless problem solving or skill demonstration is deemed more appropriate. A formal grade is assigned.

Units: Carnegie unit. Three hours of work per week per unit including lectures, labs, and homework.

Intensity: Scope and intensity of work requires independent study outside of class.

Entrance Requirements: Where deemed appropriate by the Curriculum Committee (based on a content review of the course outline and matrix).

Basic Skills Requirement:

College-level language and computational skills are necessary for success.

Difficulty/Level: Requires critical thinking, ability to apply "college-level" concepts, vocabulary, and learning skills as determined by the Curriculum Committee.

Course Outline of Record: Contains scope, units, objectives, content, types/examples of reading and writing assignments, homework, methods of teaching, and evaluating.

Conduct of Course: All sections taught by a qualified instructor in accord with the course outline.

Limits Repeated Enrollment

Non Degree Applicable (Not for COM Degree):

Types of non degree applicable courses include the following: ^(1,8)

- a. Pre-collegiate basic skills courses in reading, writing, computation, learning skills, study skills, and ESL which are designated by College of Marin as non degree credit courses.
- b. Courses designed to enable students to succeed in college-level work (including, but not limited to, college orientation and guidance courses, and discipline-specific preparatory courses such as biology, history or electronics) that integrate basic skills instruction throughout and assign grades partly upon the demonstrated mastery of those skills.
- c. Pre-collegiate occupational preparation courses designed to provide foundation skills for students preparing for entry into college-level occupational courses or programs.
- d. Essential occupation instruction for which meeting the standards of Title V 55002(a) *Associate Degree Credit Course Standards* is neither necessary nor required.

13. Certificates

Skills Certificate (less than 18 units): Please fill in name of certificate(s).

Certificate of Achievement (18+ units): Please fill in name of certificate(s).

Please check box if this course was previously approved for this certificate OR if it is a new course that you would like added to a certificate.

14. COM General Education Requirement

General Education courses introduce the content of the major areas of knowledge - the humanities, the fine arts, the natural sciences, and the social sciences - and develop competence in communication and quantitative skills, critical analysis, and appreciation of cultural diversity. Physical Activity is another requirement. When proposing a course to fulfill a general education requirement at College of Marin, check the proposed category. Refer to Appendix C - General Education Standards and Criteria for additional information.⁽⁸⁾

Articulation for Transfer:**15. CSU G. E. Requirement**

If this course is being proposed to fulfill a CSU General Education Requirement, please indicate the Area and Group. If the CSU area and group designation are being changed, please check new designation.

The CSU General Education Program is for students intending to transfer to CSU. Courses being proposed to fulfill CSU General Education Breadth Requirements are submitted annually. Contact the Curriculum and Articulation Office to obtain information regarding subject matter standards and approaches which a course must have to qualify in a given area or with any questions regarding the review and approval process.

16. CSU Elective/Major

Please check box if this course will transfer as an elective or as part of a major and indicate the major. Also mark whether this course was previously approved or if you would like the Office of Instructional Management to submit it for approval.

Note: California State University accepts most courses certified by College of Marin. However, CSU has the right to challenge any course stated in the catalog as transferable to CSU. In most instances, only lower division credit is given in the major. If you are unsure how your course may transfer in the major, contact the Articulation Specialist for assistance or use the resources in the Transfer Center.

17. IGETC UC/CSU G. E. Requirement

If this course is being proposed to fulfill Intersegmental General Education Transfer Curriculum (IGETC) Requirements, please indicate Area and Group. If the IGETC area and group designation are being changed, please check new designation.

Note: The IGETC program may be used for students transferring to either CSU or UC. Courses being proposed to fulfill IGETC requirements are submitted annually. Contact the Curriculum and Articulation Office to obtain information on subject area standards and guidelines used by CSU and UC to review proposed courses or with any questions regarding the process.

18. UC Elective/Major

Please check box if this course will transfer as an elective or as part of a major and indicate the major. Also mark whether this course was previously approved or if you would like the Office of Instructional Management to submit it for approval.

Note: The College of Marin maintains a transfer credit agreement with the University of California that is updated annually. The basic principles used by UC in determining transferability are: (1) the course should be comparable to one offered at the lower division level at any UC campus and (2) if the course is not equivalent to any offered at UC, it must be appropriate for a university degree in terms of its purpose, scope, and depth. Credit limitations may also be applied to transferable courses by UC. Only lower division credit is given in the major.

If you are unsure how your course may transfer in the major, contact the Articulation Specialist for assistance in determining transferability or use the resources in the Transfer Center.

19. Cultural Diversity

Please indicate if this course is being proposed to meet cultural diversity requirements at College of Marin or other four-year schools. Refer to Appendix E Guidelines for College of Marin's Cross Cultural Studies Requirement.

Instructors proposing courses to meet UC Berkeley's American Cultures Breadth Requirement must first establish transfer status before the course can be considered for American Cultures. Contact the Curriculum and Articulation Office for information regarding the procedure, timeline, and forms to be submitted to Berkeley.

Information On Articulation Process

If you want the Office of Instructional Management to submit this course for articulation for CSU and UC elective(s), please attach research to support your request. For articulation for transfer to the major, list each institution.

For example, has the curriculum planning process for this course involved liaison with secondary schools, particularly in sequence courses? Has the planning process involved coordination with baccalaureate institutions, particularly with respect to major and general education requirements? Has the relevance of this course to job requirements been ensured by an analysis of specific job requirements and been recommended by an Advisory Committee?

Documentation can be used such as:

- a. A list of course equivalencies from four-year schools suggested for articulation.
- b. Photocopies of major requirements from at least three four-year schools in California showing a similar course being required in the major.
- c. A list of college faculty from four-year transfer institutions knowledgeable in the area that have been involved in helping to create or review the course.
- d. A summary of occupational standards published or endorsed by associated professional groups, that shows objectives or student outcomes covered in this course.

For courses being proposed for transfer, documentation should show a good-faith effort to assure that the course will count for transfer, and if applicable, for specific requirements in a transfer major, and that the course, if required for lower division preparation, will not have to be repeated in upper division.⁽¹⁾

Contact the Curriculum and Articulation Office, the Articulation Specialist, the Transfer Center and/or a counselor who specializes in the transfer process for additional assistance with this item.

Student Units and Service Units Section

Please contact the Curriculum and Articulation Office if you have any questions regarding how to compute hours and units. Please see Appendix H.⁽¹⁾

1. **Student Units:** Student units are based on the Carnegie unit.
 - A. **Lecture:** One lecture hour per week equals one student unit and requires two hours of independent assigned work outside of class.
 - B. **Lab:** Three lab, practicum or activity hours per week equals one student unit. If the course has variable student units, please enter the range.
 - C. **Lecture and Lab Combined**
 - **Three-units** = 32 hours (minimum) in-class lecture, 48 hours (minimum) in-class laboratory, plus 64 hours (minimum) out-of-class study
 - D. **Other Type of Hours:** Enter any hours other than lecture, lab, practicum, or activity in the table and describe these hours.
 - E. **Other Hours = please explain**

2. **Service Units:** (Teaching Units) Service Value refers to the operational definitions as specified in UPM contract Section 8.22.1. These definitions should not be confused with methods of course delivery that also include lecture and lab, as well as other instructional methods. Here they are used to denote value of service performed. Services hours are defined in the UPM contract as follows:⁽⁷⁾
- **A. Lecture** - The presentation of course content in a classroom under supervision of the instructor of record. The course content, in accordance with the official course outline, may be complemented by discussion, presentations, role-playing, small group activities, and field trips. Lecture may stand alone without any attached lab experience.
 - **B-1. Studio (83%)** - The presentation of course content in a studio setting under direct supervision of the instructor of record. Students are expected to prepare for and engage in theatrical or fine arts assignments, which are discussed, critiqued and monitored continuously by the instructor. Instructor supervised demonstrations and performances are designed to assist the student in reaching a satisfactory level of skill through repeated exercises.
 - **B-2. Laboratory (83%)** - The presentation of course content in a laboratory setting under direct supervision of the instructor of record. Students are expected to prepare for upcoming lab sessions. Students are performing experiments and recording results in lab reports. Generally, experiments are not repeated for skill building. Laboratory exists as an integral part of the course for proof of learning and may or may not be taken in conjunction with the lecture component of the class.
 - **Practicum (70%)** - The presentation of course content in a practicum or clinical setting under direct supervision of the instructor of record. Students may be directed to the use of media, computer technology, or patient experience. Students may proceed at the direction of the instructor or preceptor at his/her own pace for advancement to a higher level within the course content. Students not involved in independent activity may be involved in direct one-on-one communication with the instructor of record. Practicum is where students require a high amount of practice with instructor supervision to reach the level of skill required for specific courses within the discipline.
 - **Activity (66%)** - The presentation of course content in an activity setting under direct supervision of the instructor of record. The student participates, under continuous direction, monitoring and correction by the instructor, in course activities to enhance psychomotor skills. Activity is where the student participates with the instructor acting as leader and/or facilitator of the activity.
- Weekly Hours:** Please indicate the number of lecture, lab, practicum, and/or activity service value hours, the course meets per week (normally computed at College of Marin as 16 to 17.5 hours per semester for one unit which includes flex time and final exams). If the course has variable hours, enter the range. Please list total hours.

Teaching Units: Teaching units are reviewed and recommended by the Union District Workload Committee. Section 8.xx of the UPM contract computes the service hour values as follows:

Cat A: Lecture 1 hour = 100%

Cat B-1 Studio: 1 hour = 83%

Cat B-2: Lab 1 hour = 83%

Cat C: Practicum 1 hour = 70%

Cat D: Activity 1 hour = 66.67%

If the course has variable teaching units, please enter the range. To aid in the computation of teaching units, refer to [Appendix A for Chart of Teaching Unit Values for Studio/Lab, Practicum, Activity Hours](#).

- E. **Other Type of Hours:** Enter any hours other than lecture, lab, practicum, or activity in the table and describe these hours.
- F. **Give justification for teaching units and service hour values as specified in Section 8.xx of the UPM contract.** ⁽⁷⁾

This MUST be completed for any change in service hours, class size and/or teaching units. State reasons for proposing service hour values (lecture, laboratory, practicum or activity). Consult with your department chair and/or dean regarding the UDWC assignment for similar courses in your department.

Course Revision Recap Section

Use this section only for course revisions. When revising courses, this item is to be completed in addition to the actual changes on the form. DO NOT complete when adding a course.

Course Content Section (#20-36)

20. **Mission:** This item identifies the primary mission of the proposed course. Check all boxes that apply. Courses being proposed must be consistent with the mission of California Community Colleges, as well as with College of Marin's local mission as expressed in its catalog and master plan.⁽¹⁾

Transfer: Includes courses that are designed to be transferable not only as electives but to fulfill general education or lower division requirements of a major in four-year colleges or universities.

Vocational: Includes courses that prepare students for one or more occupations as specified in the course objectives. The objectives of the course list the main competencies students will achieve that fulfill the needs and requirements of that occupation.

Basic Skills: Includes courses designed to enable students to succeed in college-level work.

ESL: Includes courses designed for non-native speakers of English. Courses are offered from basic skills to advanced levels.

21. Cross Listed Course

Fill in this section only if you are proposing cross listing a course and give reasons for the cross listing. Each cross listed course must have its own course on file and be signed by the chair of that department.

22. Interdepartmental Considerations

Prior to submitting your proposal, resolve any interdepartmental conflicts. Course duplication (i.e., a very similar course but different discipline) needs to be avoided. Include the names of faculty consulted to ensure that no conflicts exist. Refer to Appendix D for the Policy and Procedure for Review and Approval of Community Education and Services Courses.⁽⁹⁾

23. Department Feasibility

Can the department commit the resources necessary to support the course for the proposed number of students and offer it with sufficient frequency to meet program objectives? Please explain. If there are budgetary implications for this course outside of the usual costs of a course, please explain. These costs might include readers, IA's, lab techs, special equipment, additional supplies and so forth. The Curriculum Committee does review the feasibility of the course as part of its evaluation process. Approval of the Curriculum Committee, however, does not imply approval of funding.

24. Primary Method of Instruction

Please choose the primary method of instruction that best describes this course. **Select only one method of instruction.** If you are using the template provided by the Curriculum and Articulation Office and select "other" from the drop-down list, be prepared to give a detailed explanation. If your course will be a Distance Learning course or a hybrid course, please fill out the Distance Learning Form.

Methods of instruction in the drop-down list include:

<i>Lecture</i>	<i>Videocassette</i>	<i>Work Experience</i>
<i>Lab</i>	<i>Internet</i>	<i>Directed Study</i>
<i>Lecture/Activity</i>	<i>Video Conferencing</i>	<i>Independent Study</i>
<i>Field Lecture</i>	<i>Satellite</i>	<i>Internship</i>
<i>Field Trip</i>	<i>Audiocassette</i>	<i>Other</i>
<i>Television</i>	<i>Newspaper</i>	

25. Learning Resources/Distance Education

Please explain how the budgetary and equipment learning resources needs have been coordinated within the department and/or Media Services (cost of tapes, CDs, DVDs, license fees, computers, lab equipment, etc.). For media-based, web-based or distance learning courses, complete the Distance Learning (DL) form.

NOTE: Title 5 Regulations require courses taught using distance education to be approved by separate action of the Curriculum Committee. Videocassette, television, internet, video conferencing, satellite, computer assisted instruction and other independent approaches provide instruction that may not be directly mediated by an instructor who is physically present. These approaches are instructional methodologies

that must be included in the course outline of record and approved for their quality and appropriateness by the Curriculum Committee.⁽⁴⁾

26. **Library Resources**

Library: What are the course needs with respect to the library? Are current library resources able to support the course as designed?

27. **Information Competency:** Information competency is a set of abilities that allow one to recognize, locate, evaluate, and use relevant information. Instructors are encouraged to contact a member of the library faculty for assistance in helping their students use library resources to their best advantages. Please indicate which library/information resources students will be encouraged to use.

28. **Catalog Description**

Please list course number, title, student units, any prerequisites, corequisites, advisories, or other limitations on enrollment. List the weekly student contact hours for the course. (See catalog descriptions for format).

Describe the course in no more than eight clear, concise sentences. Include the primary focus of the class, the major topics, expected student outcomes, and any other information you believe students should have about the course.

If the course is repeatable, include the number of time the course may be taken at the end of the description. If the course is offered in a distance learning format, include "also offered in a distance learning format" at the end of the description.

Remember, the audience is students, counselors (internal and external), and articulation officers from 4-year schools. The catalog description should be thorough without being verbose.

29. **Schedule Description**

The schedule description is an abbreviated version of the catalog description. Write one or two clear, concise, and complete sentences that serve to advertise the course to students. In other words, use the schedule description to introduce the class to prospective students, and choose language that most effectively speaks to them.

30. **Course Content**

The central component of the outline is the course content. This section should include a complete listing of the topics taught in the course. Topics should be arranged by major headings with subtopics. Please use outline format with short bullet points.

The content may include the perspective from which topics are taught, such as the social or historical aspects of a given topic. Do NOT use the contents from the textbook as your course outline because that will limit the course to a specific edition of a specific textbook. The catalog description and course content delineate the information to be covered by all instructors teaching a course. Differences in sequence, emphasis, and approach constitute a legitimate exercise of academic freedom. Instructors teaching the same course multiple times are not required to place the same emphasis on the course each time.

Lab Topics: If your course includes a lab component, topics covered in lab assignments must be delineated separately from the lecture topics.

31. SLO-Expected Outcomes for Students from first time for credit

State what students will learn upon successfully completing the course, not what will be taught. State expected outcomes in terms of observable/measurable knowledge and/or skills to be attained. Outcomes should use active verbs for observable behaviors and establish that critical thinking is an integral part of the course (refer to Bloom's Taxonomy). For example, rather than students will be able to "describe" the works of three modern artists, a instructor might state students will be able to "compare and contrast the works of other artists as well as their own in historical, social, and cultural contexts with particular attention paid to the expression of ideas in the artistic medium." **Please use outline format with short bullet points.**

For more information on student learning outcomes, please see:

http://www.marin.edu/faculty/handbook/FH_SLOsSyllabi.htm

<http://www.marin.edu/WORD-PPT/BloomsTaxonomy.pdf>

<http://com-academic-senate-slos.wikispaces.com/>

32. SLO-Expected Outcomes for Students for each Additional Repetition (if applicable)

State what students will learn upon successfully completing each repetition of the course. What additional skills or competencies will they acquire? Again, state expected outcomes in terms of observable/measurable knowledge and/or skills to be attained. Outcomes should use active verbs for observable behaviors and establish that critical thinking is an integral part of the course (refer to Bloom's Taxonomy).

33. Critical Thinking

Identify the way the course will promote and foster independence of thought. Give several examples using active verbs of how critical thinking processes or activities occur in this course in a bulleted or numbered format. Refer to Appendix F Critical Thinking.

34. Assignments and Methods of Evaluation

Give a description of the kinds of assignments that are required. Assignments should reflect coverage of all expected outcomes and content of the course. Please list methods of evaluation. Methods should be extensive enough to show that all expected outcomes are evaluated. Essays, research papers, oral presentations, problem sets, performances, skill demonstration, and objective examinations are all valid methods. Give 1-2 examples.

35. Out-of-Class Assignment Example

Out-of-class assignments must be sufficient to show independent work. Identify at least two typical assignments that are representative of the course requirements. It is understood that the selection of assignments will vary by instructor and semester of presentation for the course.

36. Representative Assigned Texts and/or Resource Materials

Use MLA format to include author, title, publisher location, publisher's name and publication date for all material. The majority of the material should be no older than 2

years at the time of the addition or revision of the course, and no older than 5 years during the activity of the course textbooks.

Prerequisite Matrix (Part 5)

Main Menu: Click on “edit” under the “Prerequisite Matrix” for the course outline you are working on. Then click “Add” to access the form. When the form is complete, click “add” at the bottom of the page. Please fill out one for each type of requirement.

39: Prerequisite, Co-requisite, or Advisory

Please list any prerequisite, co-requisite, advisory and complete a course matrix for each one. If none, please enter none in each field.

40: Other Limitations on Enrollment: If you have other limitations, please select the appropriate one from the drop down menu. For an explanation of each kind of other limitation, please see Appendix G. If there is more than one, please add a matrix for each one.

41. Please explain what skills students will be required to have prior to enrollment.

42. Please explain the application of each of these skills in this course.

NOTES:

Complete a matrix for each prerequisite, co-requisite, advisory, or other limitation on enrollment for the course or revision being proposed. Select the type of limitation and complete the content review before filling out the matrix.

Levels of scrutiny are required in order to establish different types of prerequisites, co-requisites, advisories and other limitations on enrollment. **See Appendix G for additional information on “levels of scrutiny”.**

Courses with math or English prerequisites (other than math or English courses) will require additional level of scrutiny that involves documented research according to sound research principles. **See notes in Appendix G.**

Prerequisites, co-requisites, and advisories shall be based on content review with additional methods of scrutiny being applied depending on the type of limitation established. Contact the Director of Matriculation for assistance with the matrix and the Director of Research and Planning for advice on research design and principles.

Student Materials Fees (PART 6)

Please list any student material fees required (other than enrollment fees) and include details in Item No. 48 of the outline of record. These fees refer to materials that students can take with them at the completion of the course.

33. Special Student Materials

List all additional or special materials necessary for this course. If this course has student material fees, list the total Course Material Fee and the materials covered by the fee.

DISTANCE EDUCATION – THIS SECTION IS UNDER CONSTRUCTION.

**APPENDIX A -CHART OF TEACHING UNIT VALUES
FOR STUDIO/LABORATORY, PRACTICUM, AND ACTIVITY HOURS**

Hours	Category B	Category C	Category D
	Studio/Laboratory	Practicum	Activity
	.83 TU	.70 TU	.667 TU
.5	.415	.350	.334
1.0	.830	.700	.667
1.5	1.245	1.050	1.000
2.0	1.660	1.400	1.334
2.5	2.075	1.750	1.667
3.0	2.490	2.100	2.000
3.5	2.905	2.450	2.334
4.0	3.320	2.800	2.667
4.5	3.735	3.150	3.000
5.0	4.150	3.500	3.334
5.5	4.565	3.850	3.667
6.0	4.980	4.200	4.000
6.5	5.395	4.550	4.334
7.0	5.810	4.900	4.667
7.5	6.225	5.250	5.000
8.0	6.640	5.600	5.334
8.5	7.055	5.950	5.667
9.0	7.470	6.300	6.000
9.5	7.885	6.650	6.334
10.0	8.300	7.000	6.667

APPENDIX B - CRITERIA FOR COURSE REPETITION

(Excerpted from the College of Marin Curriculum Committee Resource Binder. Readers should consult specific sections of Title 5 of the California Administrative Code for complete text of the regulations concerning repeatability.)

The Curriculum Committee has adopted the following criteria to be applied in the determination of course repetition in instances other than course repetition for substandard work. The criteria is based upon Title 5 regulations or procedures.

- I. All courses that are repeatable will be identified in the general college catalog or catalog supplement.
- II. Courses may be repeated for not more than three semesters; taken for a total of four times.
- III. A course that is repeatable is defined as a course that will benefit the student who is repeating it by gaining an expanded educational experience for one of the two following reasons:
 - A. "Skills or proficiencies are enhanced by supervised repetition and practice within class periods."
 1. The **student experience** in a **skills course** designated as repeatable will differ each time it is offered.
 2. The **course content** in courses such as **selected topics or current events** that the Curriculum Committee approves will differ each time it is offered for the student to earn repeat credit.

OR

 - B. "Active participatory experience in individual study or group assignments is the basic means by which learning objectives are obtained."
 1. Activity courses that have **common subject matter** in the visual and performing arts disciplines (**music, fine arts, dance or theater arts**) such as Jazz Dance I, II, III may be repeated three times per course, **only** if they are part of a sequenced transfer curriculum.
 2. **A sequenced transfer curriculum** includes courses defined as part of:
 - (a) An associate degree pattern at College of Marin as listed in the general catalog or catalog supplement.
 - or**
 - (b) A transfer program.

An applicable sequenced transfer curriculum shall include but not be limited to major performance ensembles.
- IV. Any class may be repeated by a disabled student if necessary to provide the student "reasonable accommodation" under 504 of the Rehabilitation Act of 1973. (See Policy Book)

APPENDIX C - CRITERIA FOR COLLEGE OF MARIN GENERAL EDUCATION STANDARDS AND CRITERIA

(Excerpted from Title 5 of the California Administrative Code: 55806 Minimum Requirements for the Associate Degree. Readers should consult the complete text of the regulations to place all excerpted sections in proper context.)

General Education Areas

A. Natural Sciences

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

B. Social and Behavioral Sciences

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

C. Humanities

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

D. Language and Rationality

Courses in language and rationality are those which develop for the student the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses.

1. English Composition. Courses fulfilling the written composition requirement shall be designed to include both expository and argumentative writing.
2. Communication and Analytical Thinking. Courses fulfilling the communication and analytical thinking requirement include oral communication, mathematics, logic, statistics, computer languages and programming, and related disciplines.

APPENDIX D - POLICY AND PROCEDURE FOR REVIEW AND APPROVAL OF COMMUNITY EDUCATION AND SERVICES COURSES

(Excerpted from the College of Marin Curriculum Committee Resource Binder 5-10-93)

The Curriculum Committee has full responsibility to review and approve Community Education courses. Community Services courses are reviewed for information only.

For procedural reasons, the Curriculum Committee has deferred the primary review to appropriate credit departments. The departmental review results in one of the following:

- a. The course is approved by the credit department and forwarded to the Curriculum Committee for its approval (Community Education) or for review as information (Community Services) by the Community Education and Services Department.
- b. The course is declared a conflict by the credit department and Community Education and Services defers to the opinion of the department.
- c. The credit department rejects the course and Community Education and Services feels the rejection is inappropriate.

In the last category the course must go to the Curriculum Committee for resolution. The credit department and Community Education and Services will be asked to advise the Curriculum Committee. If the difference is still not resolved, the course is sent to the Academic Senate for final resolution.

APPENDIX E - GUIDELINES FOR COLLEGE OF MARIN'S CROSS CULTURAL STUDIES REQUIREMENT

(Excerpted from the College of Marin Curriculum Committee Resource Binder 11-18-99)

STATEMENT

The intention of this requirement is to promote an understanding of the diversities and similarities of all groups which comprise contemporary American society. Students educated with a multicultural curriculum will therefore be better prepared to work and function in a multicultural society and interact with that society on a basis of appreciation and acceptance of diversity and difference and respect for each individual.

GUIDELINES FOR PROSPECTIVE COURSES

Courses accepted for this requirement must fulfill the following criteria:

1. Courses will address major theoretical or analytical issues relevant to understanding race, culture, and ethnicity in American history or society.
2. A minimum of 50% of course material consists of at least one underrepresented group within American society.
3. Groups and cultures will be presented primarily as subjects of the course rather than primarily as objects of analysis. This means that when a group is brought into a course for study, it is with the intention of studying that group's culture.
4. Groups and cultures are presented in a comparative and integrated manner within the larger context of American society, history, or culture throughout the span of the course.
5. Whenever appropriate, courses will give "voice" to those groups and cultures.

DEFINITIONS

1. **GROUPS:** Cultures and subcultures deemed historically underrepresented in academic study include, but are not exclusive to, Indigenous Americans, African Americans, Asian Americans, La Raza (e.g. Chicano, Latino, and Hispanic Americans), European Americans, groups defined exclusively by gender, groups defined exclusively by religion, groups defined exclusively by age, groups defined exclusively by ability, and groups defined exclusively by sexual identity.
2. **VOICE:** Courses must, whenever appropriate, include texts written by members of the selected groups as well as texts written about those groups, thus giving the groups "voice."

APPENDIX F - GUIDELINES FOR CRITICAL THINKING

(Excerpted from the College of Marin Curriculum Committee Resource Binder. Guidelines were developed by Larry Tjernell)

In order to be considered "college level degree applicable", a course must require students to engage in "critical thinking." All of the following are examples of critical thinking, although the list is by no means exhaustive: analysis, synthesis, interpretation, general problem solving, use of scientific methodology, decision making, diagnosis, designing, mapping, creating solutions, strategizing, formulating, and calculating. We would like you to give us two or three examples of how any of these processes or activities occur in a particular course. We ask you to avoid "boiler plate" or standardized phrases, or circular statements.

YOU COULD DESCRIBE A.

Final Exam Question

Example: (The following example is taken from Engl 220: Detective Fiction.)

"Students will employ the critical thinking skills of synthesis, analysis, judgement, evaluation, and summary in response to study guide questions, the mid-term and final examinations. For example, students may be asked to analyze the inductive method of reasoning a particular detective used to solve a crime, by explaining how the evidence led the detective to draw conclusions. A sample question used in English 220 might be: The detective's idea of justice sometimes differs from the accepted view of society. Briefly describe one such instance and argue for or against the detective's decision."

Discussion Strategy

Example: (The following example is taken from Bus 104: Introduction to Marketing.)

"At the end of each topic, a number of various types of cases will be discussed in class. The task of the student is to think through the facts of the case and come up with a list of mutually exclusive alternatives." (A case study used in Bugn 111 was included for review by the Curriculum Committee.)

Class Project

Example: (The following example is taken from Speech 122: Public Speaking.)

"In addition to giving speeches, students must evaluate and judge the speeches of all other students. Students must outline all formal speech presentations. Each student must grade (A through F) approximately ninety speeches five to seven minutes long during the semester."

Essay Question

Example: (The following example is taken from Bus 107: Business Law.)

"In Bus 107 Business Law, students are required to formulate legal position through essay exams. Students are asked to read, outline, and evaluate case law. They are asked to critically analyze judicial reasoning and verbally argue two sides to each question."

Research Paper Topic

Example: (The following example is taken from Anth 207: Anthropology of Women.)

"In Anthropology 207, students are required to research a paper that will compare, contrast, and analyze the roles of women and men in various types of cultures."

Group Project

Example: (The following example is taken from Dance 114: Modern Jazz II.)

"In class students are divided into different groups. They must observe each other and be able to verbalize why someone is moving functionally correct or incorrect. Students verbally analyze the execution of various styles of jazz. What makes commercial different than modern jazz? What makes movement The Blues? How can one use the same movement pattern but render it different in style by changing the music, timing, quality and attitude?"

Teaching Strategy

Example: (The following example is taken from Biol 115: Principles of Biology.)

"In Biol 115, the Scientific Method is applied for critical thinking as described below. Students are required to complete fifteen lab reports and two papers."

- 1. The students define the problem.*
- 2. A hypothesis to the problem is proposed.*
- 3. The student collects data and makes observation (analysis of figures, tables, all with interpretations of results)*
- 4. The student summarizes and draws conclusions from the study.*
- 5. Cited references and use of appendixes are required."*

Individual Project

Example: (The following example is taken from Arch 111: Intermediate Architectural Drafting.)

"Critical thinking will be encouraged by requiring students to apply design concepts learned in class to their individual projects. During individual and group critiques students will be encouraged to evaluate how well design solutions resolve the problems"

presented and how well the individual project incorporates the concepts under consideration. Students will also explore how to best communicate design solutions in models and drawings."

Demonstration

Example: The following example is taken from Drama 131: Theory and Practice in Acting II.)

"Students will synthesize the various techniques (characterization, voice projection, body movement, etc.) practiced in and out of class when performing for their classmates. They will evaluate their own performances in light of what they have studied."

Repeat Goals and/or Objectives that Exemplify Thinking as Your Critical Thinking Statement

Example: (The following example is taken from Administration of Justice 116: Juvenile Law and Procedure.)

Recommended Goals/Objectives:

1. *The student will, to the satisfaction of the instructor, identify specific laws and procedures pertaining to juvenile subjects by studying texts of certified college level.*
2. *The student will differentiate between legal processes concerning adults and those controlling the juvenile by oral discussion and studying supplemental materials.*
3. *The student, through case analysis, will develop proper procedural techniques in the handling of juvenile subjects and victims.*
4. *The student will research the problems of youth and, through the analysis of specific problems, will develop essay responses in a form satisfactory to the instructor.*
5. *The student will compare the community services offered juvenile offenders and make recommendations for improvement in oral and written questions."*

Critical Thinking:

1. *Compare juvenile law and procedure against the adult versions of similar laws through the study of college level tests.*
2. *Develop the ability to classify human behavior into a taxonomy of normal and abnormal behaviors from lecture and discussion.*
3. *Understand the concepts behind the philosophy of juvenile justice as articulated through readings and class participation.*
4. *Analyze statutes as they apply to enforcement policies and procedure through case research in the law library and discussion.*
5. *Understanding the functions of definitions, control concepts and reasoning in processing juvenile offenders through the written exercises and case studies assigned."*

APPENDIX G - GUIDELINES FOR “OTHER LIMITATIONS” ON PREREQUISITE FORM

- **Sequential Course.** Prerequisite courses in which skills or concepts are presupposed in the second course.

Sequential Courses: The level of scrutiny required for sequential courses (Art 140 for Art 141) is different from the scrutiny required for courses in disciplines such as chemistry, physics, or humanities that require a math or English prerequisite. Both need to have a matrix of the specific skills and/or knowledge a student must possess in order to be ready to take the second course.

Note: In the case of sequential courses, a content review by the faculty is all that is required to establish the prerequisite. Hindrance to registration is not justification for removing a prerequisite. There are challenge procedures that would allow student with experience in the field to request a waiver of the prerequisite.

- **Standard Pre/Corequisite.** Pre/corequisites on courses which are required at the UC or CSU system.
 - Additional Level of Scrutiny: identify three campuses of UC or CSU that offer the equivalent course with the equivalent prerequisite in order to demonstrate that the pre/corequisite is usual, customary, and reasonable.
- **Skills in Math or Communication as Prerequisite for Courses other than Math or Communications.** Example: prerequisites of a skills course in math or English for a course in biology, history, or chemistry.
 - Additional Level of Scrutiny: produce documented research according to sound research principles that shows one of the following:
 - The extent to which students who are or have taken the prerequisite believe it is necessary.
 - The faculty member’s appraisal of whether the students who took the prerequisite course were more successful those who did not take the course.
 - An objective comparison of student performance at any point in the course.
 - A comparison of student performance in the course to their scores on standardized, approved assessment instruments.

NOTE: The data collection requirement for a prerequisite or corequisite that involves a communication or computation skill does not apply if four-year institutions will not grant credit for a course unless it has the particular communication or computation prerequisite.” A written statement from the four-year institution is sufficient to provide documentation. An example of this type of prerequisite would be Calculus for a Physics class.

NOTE: For an out-of-discipline prerequisite, such as physics for an engineering course, citing three UC or CSU campuses with the same prerequisite is sufficient.

- **Limitation on Enrollment in Performance Course.** Auditions or other skill assessments on public performance or intercollegiate competition courses such as, but not limited to, band, orchestra, theater, competitive speech, chorus, journalism, dance, and intercollegiate athletics. Courses seeking “best qualified” as opposed to “all qualified.”
 - Additional Level of Scrutiny: provide proof that there is another course available for students seeking a certificate or degree in the area. This does not have to be the same course, but must be a course that provides a path to the certificate or degree. Show that the audition process is reviewed every six years to determine if the process is having a disproportionate impact on any historically underrepresented group. If disproportionate impact is found, the process must be changed.
- **Health and Safety Prerequisites.** A prerequisite that protects the health and safety of the student and others.
 - Additional Level of Scrutiny: provide proof that the course which requires the prerequisite has precise conditions under which the student might endanger her/his own health and safety or the health and safety of others, and that the prerequisite can assure that the student possesses the precise skill or knowledge necessary to protect his/his own health and safety or the health and safety of others.
- **Prerequisites to Programs.** Prerequisites that a student must meet before entering a program.
 - Additional Level of Scrutiny: provide documentation that the prerequisite meets the appropriate level of scrutiny for any one required course in the program.
- **Courses Limited to Create a Cohort of Students.** Honors classes or other special population courses.
 - Additional Level of Scrutiny: provide proof that there is another section or another course that satisfies the same certificate or degree requirements.

APPENDIX H - RELATIONSHIP OF HOURS TO UNITS

(excerpted from the Program and Course Approval Handbook, 3rd edition. California Community Colleges Chancellor's Office. March 2009. Pages 31-33.)

Title 5 §55002.5 establishes the minimum expected time on task (lecture, study, and or lab work) that is necessary to award one unit of credit. A minimum of 48 hours on the semester system (or 33 hours on the quarter system) of lecture, study, lab work is required for one unit of credit regardless of term length. In practice, the number of hours varies among institutions, but is generally within the range of 48-54 hours per unit for colleges on the semester system. For each hour of lecture, it is assumed that students will be required to spend an additional two hours of study outside of class. The number of units awarded for laboratory courses is generally based entirely on the number of hours of laboratory work, presuming that students complete most required work in class.

The following examples apply to semester units:

Lecture Only Courses

- One-unit lecture course = 16 hours (minimum) in-class lecture plus 32 hours (minimum) out of class study

Lab Only Courses

- One-unit laboratory course = 48 hours (minimum) in-class laboratory

Lecture and Lab Combined

- Three-units = 32 hours (minimum) in-class lecture, 48 hours (minimum) in-class laboratory, plus 64 hours (minimum) out-of-class study

In determining the number of units to be awarded for courses, colleges should consider total lecture, outside study, and/or laboratory hours. For example, a course for which 3 units is awarded may meet 4 hours a week over a semester and still be in compliance with these regulations if it is assumed that the increased classroom time serves to decrease outside study time. Thus, a course that seemingly meets for more hours per week than the units awarded may be in compliance, as opposed to a course that simply requires an excess of total classroom hours for the units awarded.

When the combination of lecture, study, and/or laboratory work reaches 96 hours on the semester system, 66 hours on the quarter system, or twice the minimum number of hours required for one unit, students should earn at least 2 units of credit. This regulation may affect the number of units awarded in some disciplines that offer courses with a high number of contact hours, such as courses mandated by professional certification requirements in law enforcement and fire technology.

For credit courses, a district may choose to award units of credit in increments of one half or smaller. It is not permissible, however, to approve a credit course with zero units of credit.

In the California Community College system, the number of hours per unit is often expressed as slightly higher than the figures cited in the regulation. That is because California finance laws assume that semesters average 17.5 weeks on the semester system and 11 2/3 weeks on the quarter system. For purposes of classroom or laboratory time, an hour is defined by Title 5 §58023 as 50 minutes. However, when calculating out-of-class study time, an hour retains its ordinary meaning of 60 minutes.

Thus, for a one-unit semester lecture course, the minimum hours would normally be as follows:

16 hours of classroom time
+32 hours of homework
 48 hours total student learning time

The minimum number of hours expected for a three-unit semester lecture course would be as follows:

48 hours of classroom time
+96 hours of homework
 144 hours total student learning time

Of course, it is impossible to predict exactly how long it will take for any individual student to complete a given amount of assigned study or homework; therefore, these ratios will not hold true for every individual taking the course. Nevertheless, instructors are required to follow the course outline of record and assign an amount of homework that is consistent with the time it would take the average student to complete the coursework.

These configurations illustrate the hours required for lecture-type courses in semester-length terms. For each unit of credit in a college using the quarter system, a minimum of 11 hours of classroom time and 22 hours of homework would be expected in a lecture course. For a three-unit course on the quarter system, a minimum of 33 hours of classroom time and 66 hours of homework would be expected.

When a term is more or less than 16 weeks, then the class time and assignments for a one-unit course must be adjusted to meet the required credit hours. For instance, suppose a college schedules a one-unit lecture course in a compressed time frame that meets every weekday for two weeks. The minimum hours would be as follows:

1.6 hours of lecture each day
+3.2 hours of homework each day
 4.8 hours of student learning each day

It is not appropriate to offer courses in a compressed time frame that, by their design, would not permit the student to complete the amount of out-of-class homework required to meet the hours-to-units relationship mandated by Title 5. For example, consider a 1-unit lecture course in Library and Information Science – Research Strategies that is normally scheduled for 16 hours or 2 hours per week for eight weeks. One couldn't schedule this course as a one-day Saturday class since students would have to complete 16 hours of class time in one day and the students would not have enough time to fulfill their 32 hours of required, outside homework. It's feasible that the class could be scheduled on Saturdays over several weeks, as long as doing so would allow adequate time for students to complete the course requirements.

In laboratory or activity courses, it has not traditionally been expected that the student will study outside the classroom. Therefore, the number of units granted is generally based entirely on the number of hours of laboratory or activity work performed on campus under the immediate supervision and control of a qualified academic employee. For example, a minimum of 48 hours of chemistry laboratory (three hours per week over 16 weeks) would grant one semester unit of credit, whereas a minimum of 48 hours of chemistry lecture would grant three units.

However, some community colleges have assigned a unit of credit for fewer than three hours a week of laboratory or activity, in certain courses where it is expected that students will do some homework, but not as much as in a traditional lecture course. For example, in a computer applications course which is primarily laboratory, there may be a certain amount of reading or additional practice required outside of class. The college may award one unit of credit for only two hours per week of hands-on computer instruction, as long as the instructor assigns one hour per week of out-of-class study. There is no prohibition against this practice. However, it must be used with caution, particularly in regard to transferable laboratory courses. In the natural sciences, it is standard university practice to base the number of units awarded only on the in-class lecture and laboratory hours. Students wishing to transfer a course that includes two hours of lab and one hour of homework for one unit may not earn the same amount of transfer credit for major or general education purposes as that awarded at four-year institutions.