GLENDALE COMMUNITY COLLEGE
CURRICULUM HANDBOOK

This handbook is the result of a collaborative effort involving faculty, administrators, and classified staff. It is intended as a document that will undergo scrutiny and revision as policies, practices, and regulations evolve at the local and state levels. The original Curriculum Handbook was written by the following committee:

Dave Mack, *Curriculum & Instruction Committee Chair*, Chris McCarthy, *Academic Affairs Committee Chair*, Kathleen Burke-Kelley, Kathleen Flynn, Sharon Hall, Celeste Hawksley, Veloris Lang, Nadia Myers, Frances Shaw, Scot Spicer

After its reconstitution as a sub-committee of the Glendale Community College Academic Senate, the Curriculum Handbook was revised and updated in 2011-2012 by the Curriculum & Instruction Committee.

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INTRODUCTION

The curriculum is the major statement any institution makes about itself, about what it can contribute to the intellectual development *of students, about what it thinks is important in its teaching service to society.*

(The Carnegie Foundation for the Advancement of Teaching 1979, 18)

Curriculum is the lifeblood of any college and is usually a shared responsibility of administration and faculty. At Glendale Community College, the faculty has the primary responsibility for curriculum development. This handbook is a working document on how curriculum is developed and approved at Glendale Community College. It is the responsibility of the college and its Curriculum and Instruction (C & I) Committee to assure that the standards summarized in Division 6 of Title 5 of the California Code of Regulations, i.e., the regulations that govern curriculum procedure in the California Community Colleges, are fulfilled for all new and existing courses. It is also their obligation to assure that all courses that are offered for transfer meet the particular standards of the institutions for which they are to be counted as transfer, especially those put forward for inclusion in system-wide agreements, such as IGETC (the Intersegmental General Education Transfer Core).

DEFINITIONS

California Code of Regulations Title 5 §55000 Definitions:
    a.) *"Course"* means an organized pattern of instruction on a specified subject offered by a community college.
    b.) *"Education Program"* is an organized sequence of courses lending to a defined objective, a degree, a certificate, a diploma, a license, or a transfer to another institution of higher education.
    c.) *"Class"* means a community services offering.

FIVE APPROVAL CRITERIA FOR COURSES & PROGRAMS

These five criteria are derived from statute, regulation, intersegmental agreements, guidelines provided by transfer institutions and industry, and the experience of those involved in the intersegmental and occupational review of courses. They are also the standards of good practice established in the field of curriculum design.

1. ***Appropriateness to Mission***
   The stated goals and objectives of the proposed program, or the objectives defined in the course Outline of Record, are consistent with the mission of the community colleges as formulated in the California Educational Code. Curricula fall within the mission when designed to be taught to lower division students for credit towards the degree, and/or for purposes of transfer, occupational preparation, or career supplementation or upgrade. Courses that develop the ability of students to succeed in college level courses and adult noncredit instruction also fall within the mission.

2. ***Need***
   There is a demonstrable need for the course or program that meets the stated goals and objectives, at this time, and in the region the college proposes to serve with the program.

3. ***Quality and Curriculum Standards***
   Courses and programs are integrated and designed to effectively meet their goals and objectives. The Course Outline of Record for each course meets the standards outlined in Section IV of this handbook.

4. ***Feasibility and Adequate Resources***
   The college has the resources to maintain the course or program in which the course is required at the level of quality described in Course Outlines of Record and new program applications. Local approval procedures for new curriculum incorporate a detailing of costs sufficient to determine that this criterion can be fulfilled by the college.

5. ***Compliance***
   The course or program complies with all other laws applicable to it, including federal regulations and licensing requirements.

SECTION II
ROLES & RESPONSIBILITIES

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RESPONSIBILITIES OF THE FACULTY

The faculty have the primary responsibility for developing new curricula, as defined in AB 1725. In order to assist governance committees and the Glendale Community College Academic Senate in making intelligent decisions regarding the adoption of new courses and programs, the faculty member is encouraged to take the following steps:

1. Present the course or program proposal to the department/division for first reading, in consultation with:
    a.) The Division Chair
    b.) Colleagues in the discipline including division's Curriculum & Instruction (C & I) Committee representative
    c.) Advisory committee(s) as needed and as required
    d.) Other colleges

2. Consult with the following resources as needed:
    a.) The Articulation Coordinator for transferability;
    b.) the C & I Committee co-chairs for degree applicability, credit, repeatability;
    c.) the division's SLO committee representative and/or the SLO Committee chair;
    c.) The division's library liaison, Learning Center, and Administrative Information Services to see what instructional resources are available;
    d.) The Planning and Research Office for the determination of requisite skills and advisory preparations;
    e.) The division's Committee on Distance Education (CoDE) representative and the CoDE chair for any matters concerning the offering of a course or program via distance education.

3. Present a written draft of new course or program to C & I Committee co-chairs during a preliminary appointment and preliminary review and present updates as needed dependent on the preliminary feedback given before the course is submitted to the Technical Review Committee.

4. Review and implement all changes made at Technical Review with C & I committee co-chairs prior to being agendized for a first reading at C & I.

5. Present the new course/program to the C & I Committee at the first and, as needed, second reading meetings.

6. Serve as a resource to the Academic Affairs Committee for new courses or programs brought forward as consent agenda items.

RESPONSIBILITIES OF DIVISION CHAIRS

Division Chairs serve as advisers to faculty members wishing to develop new courses or programs. They help faculty determine the place of a new course or program in the division's curriculum, and they guide them through the steps of the course development process. Specifically, the duties of the division chair are to:

1. Advise the faculty member about the place of a new course or program in the curriculum.

2. Refer the faculty member to resources necessary when designing a new course or program:
   a.) Colleagues in division including division's C & I Committee representative
   b.) Advisory committee(s) as needed
   c.) Other Colleges
   d.) Divisions with related curriculum.

3. Place the course proposal on the division/department agenda for first reading. Divisional discussion of the course should include both the course's curriculum and should also include whether the new course created will be funded through the redistribution of resources or if additional resources will be required by the division. Questions should also focus on the course's relationship to the college's mission, divisional and department planning, and program review.

4. Complete PeopleSoft Data Input Sheet in consultation with C & I Committee co-chairs.

5. Place the formal course outline on the division agenda for second reading.

6. Present any new courses at Division Chairs meeting.

7. Place the new course on the C & I Committee agenda and accompany the faculty member to the meeting.

8. Represent the division when the new course/program is presented at the Academic Affairs Committee meeting as a consent agenda item (faculty member/s may also attend).

CURRICULUM AND INSTRUCTION COMMITTEE

Composition: The Curriculum & Instruction committee shall consist of a faculty co-chair appointed by the Senate and an administrative co-chair appointed by the Vice President, Instructional Services. The voting membership of the C & I Committee consists of its co-chairs, a faculty member from each division, the Articulation Officer, a faculty librarian, and a student representative. Voting members of C & I from each academic division are appointed by their division for a term of three years, which may be renewed. Instructional Deans serve as resources only. Other resource members also include a representative from the catalog, the Dean of Research, Planning, and Grants or his/her designee, the faculty chair of the Committee on Distance Education (CoDE), and the SLO Committee chair/committee designee to attend meetings on an as-needed basis.

Mission: The C & I committee is a Senate committee. Its charge is to recommend actions upon all curricular matters and to ensure the integrity of the institution's educational programs. Specifically, the Committee reviews and recommends:

1. All new and revised courses proposed by divisions;
2. All new hours and units for credit courses;
3. New and revised Associate Degrees;
4. New and revised certificates;
5. Prerequisites, corequisites, and recommended preparations;
6. Course repetition, credit by exam, credit/no credit;
7. Associate Degree degree/non-degree applicable and/or transferable coursework;
8. Courses appropriate for specific Associate Degree requirements, CSU breadth requirements, and IGETC requirements;
9. All curriculum changes for the catalog;
10. All course and program deletions for the catalog and curriculum; and it ensures that proposed new and revised courses are in the approved format and in compliance with community college standards and regulations.

In addition, C&I Committee members are responsible for taking detailed notes of recommended changes to curriculum proposals and substantial changes to curriculum made during the first reading and assuring that the changes are addressed prior to the proposals being forwarded to be included on the agenda for the second reading.

The Addition of Committee Members to the Curriculum and Instruction Committee
The C & I Committee may vote to add non-voting resource members to C & I at any time. Any changes in non-voting membership shall be shared with the Academic Senate as information.

The C & I Committee may vote to add voting members of C & I. As a general principle, it is recommended that C & I would only add a voting member after a demonstrable need for this membership was evidenced. Any changes in the voting membership of C & I shall be subject to approval by the Academic Senate. If a change in college structure (such as the creation of a new division) occurs, voting members of C & I shall be modified in accordance with these changes.

PRELIMINARY REVIEW

While not a committee, the college's Curriculum Coordinator, the Curriculum and Scheduling Systems Manager, the Articulation Coordinator (AO), the Library Division representative, and the Learning Outcomes Committee chair or designee (LO) all review new and revised courses and programs focusing on their specific roles within the committee. For example, the Curriculum Scheduling Systems Manager reviews existing courses proposed for revision based on what's already included in the California Community College Chancellor's Office Inventory and in our internal PeopleSoft system. The Curriculum Coordinator reviews the full outline focusing on its adherence

to our general policies on content, assignments, and other fields. Subsequent sections of this handbook clarify the roles and responsibilities of the library, LO and AO with respect to the curriculum review process. This preliminary review of items generally culminates in an appointment between the college Curriculum Coordinator and the faculty author or C & I Division representative to discuss preliminary feedback.

TECHNICAL REVIEW COMMITTEE

Regular meetings of the Technical Review Committee are called by the co-chairs of the Curriculum & Instruction Committee to review all new course proposals, substantive revisions to courses, and new programs prior to the second reading at the division of origin. The committee is a formal subcommittee of the C & I Committee and consists of the C & I Committee co-chairs and committee members who rotate on a semester basis. The committee verifies that the grammar and syntax of the proposed outline are correct and that all required components are present. The committee works directly with the Division Chair and/or the faculty originator(s) to resolve any problems.

CURRICULUM & INSTRUCTION FACULTY AND ADMINISTRATIVE CO-CHAIRS AND CURRICULUM AND SCHEDULING SYSTEMS MANAGER

The duties and responsibilities of the Faculty Curriculum Coordinator who serves as the faculty co-chair of the C & I Committee are as follows:

- Manage the front end of the college's curriculum approval process through the successful completion of the following activities:
- Prepare agendas;
- Conduct the committee meetings;
- Edit minutes;
- Set the calendar of committee and subcommittee meetings;
- Keep informed of curriculum standards including Title 5, the Curriculum Standards Handbook, intersegment, and accreditation;
- Supervise the orientation of new members and on-going training of continuing members
- Assist discipline faculty in the curriculum development process (usually with faculty curriculum committee member from that division);
- Assure that committee functions take place smoothly: preliminary review, technical review, prerequisite review, general education review, library sign-off, consultations with the library liaison, articulation, and program review reports to the committee;
- Maintain archive of locally approved curriculum ensuring that complete records are kept of all Curriculum and Instruction Committee meeting actions;
- Prepare reports on locally approved curriculum and final versions of new and revised courses and programs for Academic Affairs and Board of Trustees;
- Facilitate regular meetings between the Curriculum and Scheduling Systems Manager, and the Articulation Coordinator to communicate and plan for current issues and troubleshoot problems;
- Lead use of electronic data system for managing curriculum (CMS or other database tool);
- Lead development of systems, procedures, forms, and other written materials pertaining to CMS or other electronic data system for managing curriculum;
- Working with Curriculum and Scheduling Systems Manager, develop systems, procedures, forms, and other written materials to be used by faculty as well as curriculum and scheduling personnel to ensure district compliance with Federal, State, and accreditation requirements and standards (e.g., matriculation, transfer curriculum, program and course review, etc.);
- Report regularly to the Glendale Community College Academic Senate;
- Submit final version of curriculum recommendations to the Board of Trustees;

- Review catalog drafts for concurrence with approved changes;
- Appear before the Academic Senate as requested to report on C & I Committee actions;
- Communicate regularly with GCC Articulation Coordinator;
- Produce an updated version of this handbook once every five years
- Validate the inclusion of accurate and appropriate information about each course through the curriculum development and revision process (Title 5 §55005) concerning:
- Course status as credit, noncredit, or community service;
- Course transferability;
- Fulfillment of major and general education requirements;
- Availability of credit/non-credit options for courses (§55752).
- Additionally, the Curriculum and Scheduling Systems Manager and the Vice President, Instructional Services, are responsible for collaborating with the faculty co-chair on the duties above.
- In addition, the administrative co-chair of the C & I Committee:
- Serves as a liaison to the Chancellor's Office to ensure curriculum approvals;
- Resolves compliance related issues with the California Community College Curriculum Inventory;
- Enters and maintains all curriculum in the current curriculum management system (CMS);
- In addition, the Curriculum Coordinator, who serves as the faculty co-chair of the Curriculum & Instruction Committee, maintains a close relationship with the college's Academic Senate. The college's Curriculum Coordinator and C & I Committee faculty co-chair should confer regularly to the senate president regarding C & I actions. These meetings may occur on as needed basis but must also happen regularly during the fall and spring after the second reading of C & I agenda items but before these items are forwarded on to Academic Affairs for approval as part of the consent agenda. These meetings should serve as an opportunity to communicate action items and also alert the senate to potential controversies, questions, or issues which may necessitate action by the senate. The college's Curriculum Coordinator should also report on a regular basis to the Academic Senate.

The curriculum coordinator shall be appointed for a five year term by the Glendale Community College Academic Senate by a vote of senators. The position description will be reviewed by the Senate, discussed with the Vice President, Instructional Services, and approved by the College Executive Committee before being posted. The process of interviewing potential candidates will follow the same structure as any other similar released time/extra pay appointment. The selected candidate will be formally appointed by a vote of the Senate. If only one candidate expresses interest in the position and the candidate is deemed suitable by the interview committee, no formal interview may be conducted and the appointment process will move directly to the Senate for a vote.

THE CURRICULUM AND SCHEDULING SYSTEMS MANAGER

- Advises Curriculum and Instruction Committee, faculty, administrators, and other staff on curriculum-related policies and regulations (e.g., the State Chancellor's Office Program and Course Approval Handbook, California Education Code, accreditation requirements).
- Develops systems, procedures, forms, and other written materials to be used by faculty as well as curriculum and scheduling personnel to ensure district compliance with Federal, State, and accreditation requirements and standards (e.g., matriculation, transfer curriculum, program and course review, etc.).
- Performs quality assurance on master schedule and curriculum files by reviewing data and running queries and validation reports to check for inconsistencies, errors, discrepancies in codes and values, and other problems and clarifying changes with appropriate departments to clarify changes and resolve and correct issues.
- Ensures curriculum and online and printed schedules are in compliance with Federal, State, and accreditation requirements and standards by working collaboratively with the Curriculum Coordinator, Academic Senate, administrators, and division chairs to review and apply guidelines and requirements.

- Acts as a liaison with the State Chancellor's Office to obtain curriculum approvals and information regarding approval requirements.
- Working with the Curriculum Coordinator, oversees the maintenance of electronic and hard copy files, records, and logs pertaining to curriculum (e.g., requirements, approvals, catalogs).
- Generates reports for administration and the State Chancellor's Office using the curriculum management system (e.g., PeopleSoft) and other databases (e.g., CMS and FileMaker) to support curriculum development (e.g., enrollment trends, scheduling issues related to student success, and curriculum pathways) and maintenance as well as meet Federal and State reporting requirements (e.g., MIS submissions).
- Enters and maintains course data (e.g., course descriptions and components, pre-requisites and co-requisites, materials fees, recommended preparation units, and other data and codes) in the master curriculum management system (e.g., PeopleSoft) and the State Chancellor's Office curriculum inventory, ensuring compliance with the Guild Collective Bargaining agreement in terms of curriculum and assignment of faculty and faculty load, and maintains documentation of all changes made.
- Trains faculty and staff regarding the use of the curriculum management system (e.g., PeopleSoft) as well as State curriculum regulations and guidelines and necessary documentation for curriculum design and maintenance.
- Coordinates curriculum procedures and data with other divisions (e.g., IT, Admissions and Records) and curriculum and scheduling personnel to ensure requirements and data are consistent, correct, and entered in a timely and accurate manner.
- Maintains the Glendale Community College Curriculum Handbook in conjunction with the Curriculum and Instruction Committee.
- Serves as lead functional expert for the district's curriculum management system (e.g., PeopleSoft) and master course catalog by maintaining user documentation and procedures, coding data, testing and reviewing system upgrades, troubleshooting errors, and working with IT to resolve technical issues to ensure the system meets the needs of students and faculty and reflects current curriculum.
- Trains, supervises, evaluates, and directs the work of curriculum personnel.
- Represents the district by serving on the district team in negotiations with the faculty bargaining unit.
- Attends monthly Board of Trustees meetings, presenting on curriculum-related information as requested.
- Performs other related duties as assigned.

ARTICULATION COORDINATOR (OFFICER)

The Articulation Coordinator (or Officer) (AO) serves as a conduit between Glendale Community College and the four year colleges and universities. Faculty members shall consult with the AO when proposing a course for transferability. The AO is responsible for submitting approved course outlines through OSCAR (Online Services for Curriculum and Articulation Review system) and the ASSIST maintenance database for review. The AO will initiate, update, and disseminate faculty-approved articulation agreements. Below are additional AO responsibilities:

- Serves as a primary curriculum resource for the Student Services division;
- When appropriate, attends and participates in curriculum development meetings with division faculty members, division chairs, and C & I Committee co-chairs;
- Regularly reports to division membership and division chair on C & I Committee meeting outcomes;
- Attends, participates, and leads relevant C & I Committee staff development activities and trainings;
- On a rotating basis, serves on Technical Review committee;
- Participates in relevant C & I working groups and subcommittees.

CURRICULUM & INSTRUCTION COMMITTEE MEMBERS

- Serve as the primary curriculum resource within their division;
- When appropriate, attend and participates in curriculum development meetings with division faculty members, division chairs, and C & I Committee co-chairs;
- Serve as a conduit for divisional curriculum changes and developments by submitting agenda items to the C & I Committee and working with faculty members and C & I Committee co-chairs to ensure that requested revisions are made in a timely manner;
- Regularly report to division membership and division chair on C & I Committee meeting outcomes;
- Attend and participate in relevant C & I Committee staff development activities and trainings;
- On a rotating basis, serve on the Technical Review committee;
- Participate in relevant C & I working groups and subcommittees.

ACADEMIC SENATE

As detailed in AR 4000, the 1993 Mutual Gains document, the Glendale Community College Academic Senate, shares with the college administration the responsibility for making recommendations in the areas of curriculum and academic standards to the college governing board. For additional information regarding the roles of the Academic Senate and the Academic Affairs Committees as they relate to curricular matters please see: http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=6234

All curriculum approved at the Curriculum & Instruction Committee shall be shared with the Academic Senate on a regular basis. As explained in *The Curriculum Committee: Role, Structure, Duties, and Standards of Good Practice* (http://asccc.org/sites/default/files/Curriculum.pdf), it is appropriate for the senate to review the policies and procedures used by the Curriculum & Instruction Committee and call attention to any irregularities which might require a recommendation to be returned to the committee for reconsideration.

The relationship between the Academic Senate and the C & I Committee is necessarily close. The college's Curriculum Coordinator and C & I Committee faculty co-chair should report regularly to the senate president regarding C & I actions. These meetings may occur on as needed basis but must also happen regularly during the fall and spring after the second reading of C & I agenda items but before these items are forwarded on to Academic Affairs for approval as part of the consent agenda. These meetings should serve as an opportunity to communicate action items and also alert the senate to potential controversies, questions, or issues which may necessitate action by the senate. The college's Curriculum Coordinator should also report on a regular basis to the Academic Senate. In addition, the Academic Senate President must ensure that when relevant curricular decisions such as the establishment of a new discipline are made that the college's Curriculum Coordinator has been informed in a timely manner.

ACADEMIC AFFAIRS COMMITTEE

The Academic Affairs Committee, which is composed of representatives of the faculty, administration, classified staff and student body, reviews all minutes of the C & I Committee's second readings which are approved as a part of the consent agenda. The Academic Affairs Committee's recommendations are passed to the College Executive Committee for inclusion on the Board of Trustees agenda as appropriate.

As detailed in AR 4000, the Mutual Gains document, the Glendale Community College Academic Senate shares with the college administration the responsibility for making recommendations in the areas of curriculum and academic standards to the college governing board. For additional information regarding the roles of the Academic Senate and the Academic Affairs Committees as they relate to curricular matters, please see: http://www.glendale.edu/Modules/ShowDocument.aspx?documentid=6234.

THE COLLEGE EXECUTIVE COMMITTEE

The College Executive Committee reviews all curricular matters recommended by the Academic Affairs Committee. It submits new courses, programs, and deletions or changes in the curriculum to the Board of Trustees for approval.

THE DIVISIONS

During the course development and approval process, division membership is responsible for asking questions regarding the resources to be allocated for the course. These questions should include whether the new course created will be funded through the redistribution of resources or if additional resources will be required by the division. Questions should also focus on the course's relationship to the college's mission, divisional and department planning, and program review. At the end of the course approval process, the official course outline is posted online on the GCC Curriculum Database and entered into the PeopleSoft catalog. The appropriate division may then schedule the course and recommend the instructor of record, provided adequate resources are made available.

THE INSTRUCTIONAL DEANS

Instructional deans are responsible for providing guidance throughout the curriculum development and approval process. In their role, deans give guidance as to the appropriateness of the curriculum being developed as it relates to the college's mission and educational master plan. However, their guidance is also informed by their role in terms of scheduling, enrollment management, and resource allocation. As such, the dean's role and responsibilities for curriculum management include establishing short and long term goals for the college to best support student needs.

THE VICE PRESIDENT OF INSTRUCTION

In consultation with the Curriculum and Scheduling Systems Manager, Instructional Deans, and Division Chairs, the Vice President, Instructional Services

- evaluates curriculum proposals for consistency with the college mission, educational master plan of the district, program review documents, and findings from course, program, and institutional data;
- recommends approval or disapproval of curriculum proposals to the Board of Trustees;
- oversees the submission of new program proposals to the Chancellor's Office;
- seeks to resolve inter-divisional curricular conflicts;
- ensures proper review of curriculum proposals by the Curriculum and Scheduling Systems Manager, Instructional Deans, Curriculum Coordinator, and Articulation Coordinator;
- serves as the administrative co-chair of the C & I Committee.

THE BOARD OF TRUSTEES

It is the responsibility of the Board of Trustees to establish academic and curricular policies and to approve all new educational programs and courses of instruction which serve the mission and goals of the College. The Board of Trustees also approves some non-substantial and substantial curriculum changes as part of their consent agenda (see chart on page 19 for details). The Board of Trustees submits new courses and programs and courses and programs deleted from the campus curriculum to the Chancellor's Office for approval. Pursuant to Title 5 §55002(d), community services curriculum need not be referred to the State level.

SECTION III
THE CURRICULUM APPROVAL PROCESS FOR NEW COURSES, NEW COURSE DEVELOPMENT, THE COURSE OUTLINE OF RECORD, AND OTHER ASPECTS OF THE NEW COURSE DEVELOPMENT PROCESS

NEW COURSE DEVELOPMENT PROCESS

1. Instructor idea

2. Discussion with division chair and colleagues including divisional Student Learning Outcomes (SLO) Committee representative for guidance on SLOs

3. Approval by the discipline (as appropriate)

4. First reading by division

5. Initial appointment with the Curriculum and Instruction Committee co-chairs and Articulation Coordinator (discuss outline; tentatively assign course to discipline; draft PeopleSoft Data fields); outline submitted for preliminary review; proposing faculty member begins conversation with library liaison to ensure adequate resources and, as needed, a resource plan has been submitted to the library; initial conversation with appropriate instructional dean to discuss course; if pre/corequisite proposed, faculty member begins validation process with Research and Planning and C & I Committee co-chairs. Faculty author or Division's C & I representative responds to all feedback from preliminary review.

6. Second reading by division (as needed)

7. Announcement of new curriculum at Division Chair's meeting, parallel announcement of new curriculum at appropriate administrative meeting

8. Outline submitted for Technical Review

9. Final appointment with the C & I Committee co-chairs and Articulation Officer (placement on a forthcoming C & I agenda; finalize changes from technical review; continue discussion of course assignment to discipline; finalize PeopleSoft data fields and signature coverage). Faculty author or Division's C & I Representative responds to all feedback from Technical Review.

10. First reading of course outline at the C & I Committee

Please note: the process of developing curriculum takes time. In between steps 3-8 there may need to be additional meetings with the C & I Committee co-chairs and/or additional revisions to a course needed before it is ready for review at C & I. In some cases, depending on when courses are discussed with the C & I committee co-chairs or other parties, revisions made to courses in the development process may necessitate that a course receives additional readings at a division meeting. For example, a course proposed at a division meeting may not initially have a prerequisite. However, if additional research from the Articulation Coordinator and C & I co-chairs determines a need for a the course to have a prerequisite AFTER the course has had its second review at a division meeting, it should be re-approved by the division with the changes noted before moving on to C & I.

11. Second reading of course outline at the C & I Committee

12. Academic Affairs committee approval/acceptance of course as consent agenda item

13. Academic Senate informed of all approved courses

14. College Executive Committee review

15. Board of Trustees approval

16. Chancellor's Office approval

17. Division schedules course

Notes regarding scheduling:
1) *Per the college's Collective Bargaining Agreement Article VI Section 16 F, a faculty member who creates a new course, or converts an existing course to online or hybrid shall maintain the right of first refusal to teach that course for four (4) consecutive primary semesters, provided that:*

    a. *there is adequate enrollment to offer the course and*
    b. *the faculty member does not receive an unsatisfactory evaluation.*

2) *Based on the timeline above, the college generally is able to commit to the following structure for course approval and scheduling. Courses approved internally by all campus committees in Fall are generally able to be offered in the following Fall. For courses approved internally in Spring, they are generally able to be offered in the following Spring.*

NEW COURSE DEVELOPMENT

As new courses are developed, there are many resources which should be consulted. These include the C & I Committee website (www.glendale.edu/c&i) which has examples of course outlines and other relevant information regarding the course development process. The Chancellor's Office Program and Course Approval Handbook (the PCAH) should also be consulted. It is also available on the C & I Committee website. It is also available at this link: http://extranet.cccco.edu/Portals/1/AA/Credit/2017/PCAH6thEditionJuly_FINAL.pdf

As a course is developed, please be aware that the Chancellor's Office requires that courses submitted meet the following five criteria. These criteria are **Appropriateness to Mission**, **Need**, **Curriculum Standards**, **Adequate Resources**, and **Compliance**. Details of these criteria are included below in this handbook. Below you will find questions adopted from the PCAH to help guide you towards the development of a course which will meet these criteria.

Appropriateness to Mission

1. Is the course at the appropriate level for community college students; that is, is the course no more advanced than the level of the associate degree or the first two years of college?

2. Courses subject to approval by the Chancellor's Office must not be primarily avocational or recreational. Does this course address a valid transfer, occupational, basic skills, civic education, or lifelong learning purpose?

3. How is this course compatible with the mission statement of the college and the educational master plan of the college?

Need

As defined by the Chancellor's Office, "need" is determined by multiple factors including accreditation standards, the educational master plan of the college, and other sources such as program review.

1. How was it initially determined that this course was needed?

2. How does this course align with the college's educational master plan?

3. How is/was the development of this course supported by internal department/divisional planning and assessment, program review reports, and learning outcomes?

4. What information do you have about student demand for the course?

Adequate Resources

1. Has the college demonstrated that it has the resources to realistically maintain the course at the level of quality described?

2. Is there evidence of the ability to support faculty compensation for the course?

3. Are there appropriate facilities and equipment for the course?

4. Are there appropriate library and learning services in place, or is there a reasonable plan for these services to be in place to support the course?

5. Does the course seem sustainable? That is, can it reasonably be projected that the course will continue to be funded?

6. The college must commit to offering all of the required courses for a program at least once every two years, unless the goals and rationale for the particular program justify a longer time frame as being in the best interest of students. Will the course be offered at least once every two years or in a justifiably longer timeframe?

Compliance

It is required that the design of a course not be in conflict with any state or federal laws, both statutes and regulations. There are some specific sections of California Code of Regulations Title 5 which bear particular consideration when developing a new course.

1. Does the course accord with open course regulations (California Code of Regulations Title 5 §51006)?

2. Does the course accord with repeatability regulations (California Code of Regulations Title 5 §55040-55046 and §58161)?

3. Does the course accord with regulations regarding tutoring and learning assistance (California Code of Regulations Title 5 §58168-58172)?

4. Does the course accord with regulations regarding open-entry open exit courses (California Code of Regulations Title 5 §58164)?

5. Does the course accord with statutes and regulations regarding student fees (California Code of Regulations Title 5 Chapter 9, Subchapter 6)?

6. Does the course accord with prerequisite and enrollment limitation regulations (California Code of Regulations Title 5 §55003)?

ADDITIONAL GUIDANCE—OTHER ASPECTS OF THE CURRICULUM DEVELOPMENT PROCESS FOR NEW COURSES

The Validation of a New Course's Discipline(s)

A new course requires approval at the Curriculum & Instruction, Academic Affairs, review by the College Executive Committee, and approval by the Glendale Community College Board of Trustees.

The routine placement of a course into an existing discipline (e.g. placing a new English course into the "English" discipline) is determined by the C & I Committee and validated by the Academic Affairs and College Executive Committees and by the Glendale Community College Board of Trustees. When questions or concerns may arise regarding discipline placement, matters will be referred to the Academic Senate. For detailed information on the process of approving discipline placement for new and existing courses, please see chart on page 84 of this handbook.

For new courses which are proposed as part of a discipline not yet adopted by the Academic Senate, the discipline and its minimum qualifications must first be adopted by our senate. Likewise, a workload for the new discipline must be negotiated before courses may be offered as part of a newly adopted discipline.

In C & I we refer to a course's discipline. This drop down is a list of the Academic Senate for California Community College's course disciplines that have been approved at GCC. At GCC disciplines are sometimes referred to as FSAs (Faculty Service Areas). Different disciplines have different teaching loads. This may impact how you consider structuring your course in terms of hours and units. To find out more about this, contact the Curriculum Coordinator.

These are the options available to use beyond our local list of disciplines. You may also want to check the ASCCC http://californiacommunitycolleges.cccco.edu/Portals/0/Reports/2016-Minimum-Qualifications-Report-ADA.pdf to see if there may be an additional discipline adopted by the state which may be a better fit for a course. If you want to propose that the college adopts a new state discipline, contact the Curriculum Coordinator for more information.

The Validation of a New Course's Graduation Requirements

A new course requires approval at the Curriculum & Instruction, Academic Affairs, and College Executive Committees and by the Glendale Community College Board of Trustees. The inclusion of a course as part of the GCC general education pattern or graduation requirements is an important point of discussion for the college. In general our GCC GE pattern attempts to match to the CSU GE pattern and the IGETC pattern when possible. If you are developing a new course and planning to propose it as part of our GE pattern, or if you are revising an existing course and believe it should be included as part of our local GE pattern, it's a good idea to get feedback from the Articulation Coordinator and Curriculum Coordinator.

Routine decisions to place courses into local graduation requirements (e.g. placing a new English elective course into graduation requirement 9.d.2, Communication and Analytical Thinking) is determined by the C & I Committee and validated by the Academic Affairs, and College Executive Committees and by the Glendale Community College Board of Trustees. When questions or concerns may arise regarding graduation requirements, matters will be referred to the Graduation Requirements Committee before being returned to the C & I Committee. For detailed information on the process of approving graduation requirements for new and existing courses, please see chart on page 96 of this handbook.

The Validation of a New Course's Relationship Between Units, Hours, and Out of Class Work

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 for a course. The example course outlines, out of class assignments, and other materials in this handbook should serve as guidance in this regard and are based on the California Community College Chancellor's Office Program Course Approval Handbook (2017). The California Community College Chancellor's Office strongly recommends that colleges use an 18 week semester for establishing the relationship of course units to hours. As explained in the PCAH "The traditional credit hour model for classroom instruction (lecture, discussion, recitation, etc.) assumes one hour in the classroom and two hours of outside work each week for the length of the primary term for one unit of credit" (PCAH 42). As such, a standard one unit lecture course would constitute 18 lecture hours and 36 hours of study outside of class, equaling a total of 54 hours. In contrast, a standard 1 unit laboratory course would constitute 54 hours of in-class laboratory work based on the assumption that in "the natural sciences and other disciplines, it is standard practice to base the number of units awarded for laboratory solely on contact hours, even though there may be some expectation of student work or preparation outside of class" (44-46). In both the lecture and laboratory scenarios described above the work done by the student in a 1 unit course amounts to 54 hours with the difference being that in the lecture class there are only 18 hours of contact between the instructor and the student.

In 2008 the college moved to a compressed 16.5-week calendar for each semester. In an uncompressed 18-week semester, a standard 3-unit lecture course meeting for 3 hours per week would be scheduled for a total of 54 hours (18 x 3 = 54). In a compressed 16.5-week semester, the course would meet for 3.27 hours per week (16.5 x 3.27 = 54). However, the college cannot schedule a class once or twice per week for a total of 3.27 hours because regulations require classes to be scheduled in 5-minute increments. Following the guidance for rounding included in the California Community College Student Attendance Accounting Manual Addendum Concerning Academic Calendars, Course Scheduling, and Related Topics (2008), the weekly contact hours for such a course is rounded to 3.4 hours per week.

Based on the California Community College Student Attendance Accounting Manual and subsequent Addendum, the college follows the Chancellor's Office definition of a class hour as being no less than 50 minutes. 3.4 hours in 5-minute increments (3.4 x 50 = 170 minutes).

The Validation of Learning Outcomes as Part of the Approval Process for New Courses and Programs

Learning Outcomes are commonly defined as the knowledge, skills, and abilities that students are expected to have attained as a result of their involvement in a particular set of educational experiences such as within a specific course. The learning outcomes for all courses and programs submitted to C & I should be clearly stated.

When faculty/division chair begins curriculum development/revision process with the C & I Committee co-chairs, they are encouraged to meet with their division's SLO committee representative to develop appropriate learning outcomes for the course or program; a new course or program or a substantive revision to a course or program will not be agendized without its learning outcomes in place.

Before the C & I Committee's first reading of a new course or program, the SLO Committee Chair/designee should have reviewed new program's learning outcomes to ensure that they meet the following criteria:

Learning Outcomes:
- Are clear and measurable;
- Are discipline specific;
- Relate to GCC's Core Competencies/ILOs;
- Align with standards presented by respective professional organizations as applicable;
- Use Bloom's Taxonomy action verbs.

Generally, a course or program will have between three and six learning outcomes.

The SLO Committee Chair may suggest changes as needed to learning outcomes, which can be made during the preliminary review of a new course or program prior to its placement on the C & I agenda; any additional feedback to be provided by the SLO Committee Chair should be provided to the C & I co-chairs and the faculty course/program author in a timeframe determined by the C & I Committee co-chairs.

The Curriculum Committee reviews:
1) Course Outlines of Records to ensure that course content, methods of instruction, assignments, methods of evaluation, etc. align to support the course's student learning outcomes and,
2) Program proposals to ensure that program learning outcomes are supported

At the C & I second reading, if the course or program is approved, the course or program moves forward through the curriculum approval process.

The Validation of Adequate Library Resources as part of the Approval Process for New Courses and Programs

Role of Library Representative on C & I:

The role and responsibility of the library representative is to review course outlines (new or revised) and to make suggestions/recommendations on how information competency (ILO#3) might be integrated into a course. Specifically, the sections of the course outlines most conducive to these recommendations are:
- Out of Class Assignments
- Methods of Evaluation

The library representative will make recommendations that are related to information competency skills development. In many cases, information competency may already be a part of the curriculum; the recommendation made by the Library Representative might be to make such a component more explicit or to recommend alternative options to the existing list of out of class assignments and/or methods of evaluation.

Additionally, the library representative will also research C-ID.net for information competency descriptors being applied to existing course outlines from other academic institutions for comparable courses.

The library representative will function as a resource to the faculty member, division, and discipline representative of C & I with regard to integrating ILO #3 into curriculum. The library representative may also refer faculty to library liaisons, who are also available as resources and can work with faculty to infuse information competency into course outlines or in assignments. The library representative may also refer faculty to the library liaison for collection development or augmentation when appropriate to a specific course outline.

THE APPROVAL OF A NEW DE COURSE

Any course that provides a learning experience via distance education must be separately approved by the Committee on Distance Education (CoDE) and reviewed by the Curriculum & Instruction (C & I) Committee as information.

California Community College Curriculum - Title 5

§ 55200. Definition and Application
Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. All distance education is subject to the general requirements of

this chapter as well as the specific requirements of this article. In addition, instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

§ 55206. Separate Course Approval
If any portion of the instruction in a proposed or existing course or course section is designed to be provided through distance education in lieu of face-to-face interaction between instructor and student, the course shall be separately reviewed and approved according to the district's adopted course approval procedures.

Defining the CoDE and C&I Relationship

Any course that provides a learning experience via distance education must be separately reviewed and approved by the Committee on Distance Education (CoDE) and the Curriculum and Instruction Committee (C & I). Title 5 regulations define distance learning as instruction in which the instructor and student are separated by distance and interact through the assistance of communications technology. Title 5 regulations also require that the Curriculum Committee solicit the following information and consider it in approving a course to be offered as distance education:

1. Modifications to the Methods of Instruction
2. Modification for Out of Class Assignment
3. Modification for Methods of Evaluation

The job of CoDE is to advise and guide faculty during the course development process to make certain that each new course meets all GCC standards for best practices.

The Distance Education (DE) Addendum.
The DE Addendum must be completed for all proposed DE (hybrid and online) courses and presented to C&I for final approval by the Chair of CoDE.
As such, when C & I committee members review a course DE Addendum which has been approved by CoDE, C & I committee members should be ensuring that the fields above (1-3) have been appropriately modified for a DE learning environment.

DE Course Approval Process:
- Contact your Division Chair to gain approval for a course to run as DE in the future.
- Confirm that the Course Outline of Record (COR) is UPDATED (Must be within 6 years of current date: COR List).
- Fill out the DISTANCE EDUCATION (DE) ADDENDUM: Distance Education Addendum Form.
- Instructor begins DE Certification (DE Certification) or submits for DE Certification by Coursework (DE Certification by Coursework) - if needed.

NOTE: Please note that an instructor must be DE Certified before being scheduled by a Division Chair to teach a DE class per long-standing DE Policy.

- Email DE Addendum with COR to DE Coordinator: de@glendale.edu.
- DE Addendum Approval by CoDE (CoDE meets every 4th Tuesday in the fall and spring semesters).

NOTE: It is expected that the intended DE instructor of the course be present at the CoDE meeting to answer any questions regarding the DE Addendum. If the instructor is not present, CoDE might have questions before approval and the DE Addendum will be sent back for clarification - thus pushing off approval for a month or more.

Alternatively, the intended DE instructor can appoint the Division CoDE Rep to speak on his/her behalf, but this CoDE Rep needs to have a clear understanding of the DE Addendum in order to answer questions.

- **Division Chair schedules the course with a DE Certified instructor.**

Please let the DE Coordinator, Alexa Schumacher at de@glendale.edu, know if you have any questions about filling out the DE Addendum.

THE APPROVAL OF A NEW OR EXISTING COURSE TO BE OFFERED AS AN HONORS COURSE

In order to receive Honors designation on a transcript, a course must be approved locally and by the Chancellor's Office. Honors courses follow the same procedures as any other new course's development. Honors courses developed to support Honors students should mirror non-Honors sections of courses in most respects, including course content. In some cases, the college may schedule courses with a ticket note indicating that students will eligible to count the course towards their honors coursework TAP program certification provided they fulfill a contract developed by the instructor and after approval by the Scholars Program. Likewise, in some cases an entire course section may be designated as honors via ticket note. Nonetheless, unless an honors course has been approved by the state as such, students will not receive an "H" designation on their transcript.

Honors courses also express the Honors enhancements in their catalog statements. Examples of Honors components should be included as the final sentences of a catalog statement. For example, the catalog statement for a fictional Honors Basket Weaving course might read as follows:

> Basket Weaving 101H is enhanced in one or more of the following ways: advanced readings and assignments; biographical and historical information in a subject field; increased and diversified involvement in class; research projects and presentations, including at student research conferences; experiential learning; service learning; metacognitive reflections; and a wide range of creative and deepened pedagogy and learning experiences. Students develop enhanced skills in basket construction, including pattern weaving and reed combinations.

Honors courses may include one or two (or more) additional honors-enhanced out of class assignments (such as an annotated bibliography of scholarly sources) and representative enhanced supplementary readings. For the Basket Weaving 101H example above, examples of a specific Honors-enhanced course out-of-class assignment might be:

Honors students read conceptual, scholarly, and practical works in art history, anthropology, cultural studies, aesthetics, biography, fine arts, crafts, and other areas, as applicable, to learn about the traditions and techniques of basket-weaving;

Honors students construct a woven basket, which may replicate or represent a historical or current pattern and/or technique, and/or offer a new design or innovation;

Honors students prepare oral presentations of their learning and/or otherwise share their designs and insights, such as a geometric pattern using two or more types of reeds that may be characteristic of a particular ethnic group.

Cooperative Work Experience Courses, Internship, Independent Study, and Field Studies Courses
The college offers several different categories of courses which allow students to grow as independent learners and thinkers.

Cooperative Education 101 provides students with general work experience through supervised employment intended to assist students in acquiring desirable work habits, attitudes, and career awareness (Title 5, 55252). Students may attempt a maximum of three work experience credit units per semester (Title 5 55252) and ultimately

complete for credit six work experience credit units during their time at the college (Title 5 55253). Course units from CO OP ED 101 may not be used as course substitutions within degrees or certificates. Of special note, the general formula for calculating units for cooperative education courses is different than the standard formulas for lecture an laboratory hours. One semester credit of CO OP ED 101 may be awarded for 75 hours of paid work (Title 5 55256.5). As such, a student may attempt a maximum of 225 hours of paid work in any semester and receive credit for no more than 550 hours of paid work during their time at the college. Students may register for cooperative education courses after receiving permission from the Cooperative Education Coordinator and attending an orientation session with a counselor who supports cooperative education programming at the college.

Internship Courses use the number "50" as their designation. These courses are offered by specific departments and allow students to perform work related to a specific academic discipline. Students may receive between one and three lecture units for internship coursework within a department for a structured, supervised internship either on-campus or off-campus under the supervision of a faculty advisor. It is designed to provide students with appropriate preparation and a hands-on work experience.

Students may not "repeat" work within the variable units of an internship. If a student were to take a one unit internship course in English, they could then take an additional two unit course in English, but focus of the internship would need to be different or build upon topics covered in the initial one unit internship to avoid repetition. Internships require permission to be granted by an instructor and the division chair. The requisite skills required for internships varies by the department offering the internship.

Independent Studies Courses use the number "49" as their designation. These courses provide well-qualified students with an opportunity to explore an academic subject in greater depth than usual, to familiarize students with some basic research techniques, to interest students in possible career areas, and to take advantage of special academic interests. Emphasis shall be on individual research projects, library research and preparation of research papers. There is no prescribed course content. Students develop a research project, have it approved by the sponsoring instructor and appropriate division chairperson, then submit the finished project, which may be library research, or perhaps a supervised experimental program related to a specific course of instruction. As in the case of internship courses, students may not repeat course content but may, upon receiving permission from the instructor and the division chair, take up to the maximum of three units of independent study coursework within any academic department offering an independent study. Independent studies require permission to be granted by an instructor and the division chair.

International Field Studies Courses use the number "48" as their designation. These courses provide college credit for travel and study in foreign countries at the student's own expense in programs provided by agencies approved in advance by the College and under the direction of a Glendale Community College instructor.

National Field Studies Courses use the number "47" as their designation. These courses provide college credit for travel and study within the US at the student's own expense in programs provided by agencies approved in advance by the College and under the direction of a Glendale Community College instructor.

PROCESS FOR CURRICULAR ITEMS INCLUDING NEW COURSES OR PROGRAMS NOT APPROVED BY THE ACADEMIC AFFAIRS OR COLLEGE EXECUTIVE COMMITTEES OR THE BOARD OF TRUSTEES

If the Academic Affairs Committee does not vote to approve an agenda which was approved by the C & I Committee, then the item shall be returned to the C & I Committee for review at the next C & I meeting. The C & I Committee may vote to accept the changes requested, accept the changes in principle but implement the changes using a different method than was requested, or reject the changes. Subsequently, the agenda item will be returned to the Academic Affairs Committee for review and approval. The same process extends if the College Executive Committee or Board of Trustees do not vote to approve changes to curriculum or new curriculum.

SECTION IV
CURRICULUM CHANGE PROCESSES

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REVISION OF EXISTING CURRICULUM & PROGRAMS

Substantial changes are changes so significant that they must go through the curriculum process and on to the Curriculum and Instruction (C & I) Committee for two readings, then to Academic Affairs as part of the consent agenda, to the College Executive Committee, and finally to the Board of Trustees for final approval. **Non-substantial changes** are brought by the division to C & I for a single reading. In some cases, non-substantial changes are sent on to Academic Affairs as part of the consent agenda, to the College Executive Committee, and finally to the Board of Trustees for final approval. In general, all non-substantial and substantive revisions and additions to existing curriculum will be active approximately one year after their internal approval. Therefore, a curriculum change approved internally in Fall 2014 would be active in the Fall 2015 semester of the following academic year. A change approved in Spring 2015 would generally be effective in Spring 2016.

A Special Note Regarding **Technical Changes to Curriculum:**

Some changes to curriculum are technical in nature and require no review at the C &I Committee and are merely presented as information. These include:
- Changes in text and/or instructional materials;
- Changes in the selections on Methods of Instruction, Out of Class Assignments, and Methods of Evaluation (as long as these changes are minor, they continue to enable students to meet objectives, they fully covered stated content, and they would not trigger the need for a separate re-evaluation such as is required for ensuring regular, effective contact in distance education);
- Course Subject (in PeopleSoft this is known as the Course Subject Area) Redesignation;
- Pass/No Pass;
- Credit by Exam;
- Adding a C-ID descriptor title and/or number to a course approved for C-ID status;
- Adding a distance education addendum to a course.

Technical changes such as these should be made within a division or department and forwarded to the co-chairs of the C & I Committee as information items to be included in the agenda. Because the C & I Committee maintains the most current database of course outlines available on campus, it is imperative that they be forwarded any outlines which have had technical changes to them.

COMMON CURRICULAR ACTION ITEMS

Course Revision
As required by Title 5 §55003 (b) (4) all courses shall be reviewed at least once every six years. All courses with a vocational TOP code identified with an asterisk in the Taxonomy of Programs Handbook shall be reviewed at least once every two years.

Types of Course Revision—Note—this is subject to change.

Non Substantial Changes to Courses
The following types of changes to courses are categorized as "Non Substantial Changes 'A'." These changes require approval at the division and one reading at C & I.
- Change in catalog description;
- Course note (not including changes which impact credit limitations or limitations on enrolment);
- Change in course content or entry/exit expectations;
- Change in course learning outcomes (SLOs);
- Course deletion from the GCC catalog;
- Reinstatement of a course in the GCC catalog;
- Changes to course entry expectations;
- Changes to course exit standards;
- Redistribution of Lecture/Laboratory/Studio hours (without changes to Lecture/Laboratory/Studio ratio or Total Faculty Contact Hours);
- Changes to course content (including minor changes to course content such as adding a new content section, updating obsolete terminology, etc.).
- Recommended preparations

The following types of course changes are categorized as "Non Substantial Changes 'B'." These changes requires approval at division, two readings at C&I, approval at Academic Affairs and College Executive Committees and by the Board of Trustees.
- Course note (which include changes credit limitations or limitations on enrollment such as an audition requirement, or a course limited to students on an intercollegiate athletics team)
- Course content (including major changes to course content which would trigger a change in local graduation requirement status, etc.)
- Local graduation requirement status
- Subject prefix (Discipline)
- Course number
- Title
- Transferability
- IGETC designation
- CSU Breadth designation
- Cooperative work experience
- Classification
- Repeatability
- Special class status
- Funding agency
- Course status (program applicable/standalone) change(s)
- Course Prerequisite or Co-Requisite

The following types of course changes are categorized as "Substantial Changes." These changes requires approval at division, two readings at C&I, and approval at
Academic Affairs and College Executive Committees and by the Board of Trustees.
- TOP code
- Credit status
- Maximum course units
- Minimum course units
- Change in total course hours
- Lecture/Lab component breakdown (if total number of lecture or lab hours changes)
- Basic skills classification
- SAM code status

Guidelines for Completing Common Changes to Courses and Developing Content for Different Course fields

<u>**Course Titles and Numbers**</u>
Your course title should be brief. Your title should clarify the scope of the course. Your course title should not be the exact title of a book or someone else's work which may cause copyright infringement or allegations of academic dishonesty. Avoid jargon which may quickly become dated. Our standard of practice values the use of words such as "Introductory" "Intermediate" and "Advanced" or "Introduction to…"

For courses which are enumerated please use Roman numerals (I, II, III) rather than Arabic numerals (1, 2, 3).

PeopleSoft allows a maximum of 28 characters including spaces for the entry of a course title. It is not recommended that your title be longer than 28 characters. If there is a compelling reason for a longer title then you will need to enter your shortened version of the title in the CMS field "Course Title Short." Otherwise, the fields "Course Title" and "Course Title Short" should be identical.

GCC does not have a cohesive plan for how courses are enumerated between precollegiate and baccalaureate coursework. If you are proposing a new course, speak with your division chair and C & I representative and consult the catalog to ascertain your division's standard of practice for course numbering.

If you are proposing a new course, consult with the Curriculum and Scheduling Systems Manager to confirm that the number you plan to use is not already in use in a course which has been deleted from the catalog.

If you are proposing a new course and the course will be proposed for C-ID designation it is strongly recommended that you use the number of the C-ID designated course.

<u>**Catalog Descriptions**</u>
Catalog descriptions should describe what students do in a course. The catalog statement should be active. Avoid using the word "will." Catalog statements should be no more than 150 words in length. For catalog statements which are longer, contact the Curriculum Coordinator to discuss your plans.

Example:

BASKET 101 prepares students to weave baskets for personal use or financial gain. Students practice weaving baskets with a variety of natural and synthetic reeds. The course topics also include basic weaving safety as well as the sourcing of natural and synthetic reeds for purchase.
Please note: while this is generally considered to be a non-substantial change, if the change in catalog description leads to a change in course content, and/or the course's exit standards or other components, it may actually become a more substantial change requiring additional levels of approval. Check with the Curriculum Coordinator for more information.

<u>**Course Notes**</u>
Course notes are used to provide important information for courses. Unlike ticket notes, which are attached to a specific section of a course and which must be resubmitted each semester to the scheduling office, course notes travel with the course in the schedule and in the catalog. GCC has specific types of course notes we commonly use. If you are proposing a revision to an existing course or writing a new course and you think you need a course note or type of course note which is different than one of the examples below, contact the Curriculum Coordinator.

Note: Students with oral proficiency or who have attended schools where Armenian was the language of instruction should enroll in ARMEN 115.

Note: for this course to be approved as meeting the C-ID requirement, the student must also successfully complete ART 108.

Note: This course may not be taken for credit by students who have completed ART 180 prior to Fall 1986 (History of Architecture).

Note: Current industry standard digital animation software will be used.

Note: This class is structured to provide strength and conditioning programs specific to intercollegiate athletics during the short session.

Note: ATHPE 102 is designed for the intercollegiate baseball team.

Note: BIOL 114 is designed for Health Information Technology students. It is not recommended for pre-nursing students.

Note: Students must arrange an approved internship prior to enrolling in this class. Complete two or more courses within your program before attempting an internship.

Note: One year of accounting is recommended.

Note: Students are expected to have a strong background in business and an interest in participating in the global economy. It is recommended that those students without practical business experience first complete BUSAD 101 and 170.

C-ID Designation
C-ID or "Course Identification Numbering System" is a term used for courses which are going to be submitted for C-ID designation or which have already been approved for C-ID designation for the CSU system. If you are submitting a new course proposal, check out the list of C-ID descriptors here https://c-id.net/. If you think your proposed course is a match with a descriptor, enter the number of the corresponding C-ID descriptor course. If you are proposing an existing course for C-ID designation, enter the number of the corresponding C-ID course into the appropriate field in CMS.
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Course Credit Type
Most types of courses can be offered as credit, degree applicable or credit, nondegree applicable.
It is the policy of the Glendale Community College District to offer, for Associate degree credit, only courses that conform to the standards specified in Title 5 Section 55002 (a) and that fall into the following categories:

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

2. Courses that apply to the major or area of emphasis in non-baccalaureate career technical educational fields as determined through their identification with a vocational TOP code.

3. English courses above **English 191.**

4. All math courses above **and including Intermediate Algebra.**

5. Credit courses in English and mathematics taught in one or on behalf of other departments and which require entrance skills at a level equivalent to those necessary for the courses specified in sections (3) and (4) taught in one or on behalf of other departments and which require entrance skills at a level equivalent to those necessary for the courses specified in sections (3) and (4) above.

Additionally the identification of degree applicable courses is based upon course learning outcomes and exit standards. Courses included in degrees allow for mastery of theories and practices at the appropriate degree level within the relevant field of study or occupation.

Nondegree-applicable credit courses are:
1. Basic Skills Courses

Nondegree-applicable basic skills courses including reading, writing, math, and English as a Second Language. (55002, 55000)
2. College or Academic Support Courses

Courses designed to enable students to succeed in degree-applicable credit courses (including, but not limited to, college orientation and guidance courses, and discipline-specific preparatory course that integrate basic skills instruction throughout and assign grades partly upon the demonstrated mastery of those skills.
3. Developmental or Stand Alone Career Technical Education Courses

Precollegiate career technical preparation courses designed to provide foundational skills for students preparing for entry into degree-applicable credit career technical courses or programs or essential career technical preparation courses [which are not a part of the major or area of emphasis of a non-baccalaureate career technical educational field] is neither necessary or required.

Noncredit courses:
1. Must be within one of the following categories to be eligible for state funding:

    a) English as a Second Language

    b) Immigrant Education (including citizenship)

    c) Elementary and secondary Basic Skills (including supervised tutoring)

    d) Health and Safety

    e) Courses for adults with Substantial Disabilities

    f) Parenting

    g) Home Economics

    h) Courses for Older Adults

    i) Short-Term Vocational (including apprenticeship courses)

    j) Workforce Preparation

2. No state apportionment will be granted for students attending noncredit courses in PE and dance

3. The course outline of record for courses intended for special populations (Immigrant Education, Parenting, Persons with Substantial Disabilities, Older Adults) must clearly demonstrate that the course meets the needs of those populations. (55002, 58160, ASCCC)

Community service courses:

1. Are designed for the physical, mental, moral, economic, or civic development of persons enrolled therein. (55002)

Course SAM Code
SAM codes describe the extent to which a course prepares students for an occupation. For credit courses outside of Career Technical Educational courses will be categorized as "non occupational." The college codes its beginning, intermediate, and advanced CTE courses to accord with the SAM codes "possibly occupational," "clearly occupational," and "advanced occupational."

If you're unsure as to how to code a new course or if you want to make a revision to an existing course's code and you're

a CTE faculty member check with your dean for guidance before proceeding. More information on SAM codes can be found here: http://extranet.cccco.edu/Portals/1/TRIS/MIS/Left_Nav/DED/Data_Elements/CB/cb09.pdf

Course CIP Code

A course or program's Classification of Instructional Programs (CIP) code provides users more nuanced information regarding a course or program's field of study than its Taxonomy of Program (TOP) code. CIP code data is also used by various governmental agencies to track course and program completion data. You can find out more information including a manual for determining the best possible CIP code to use for your course or program here: https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55. The Curriculum Coordinator and your division chair and area dean—especially if you are in a CTE field—can provide you with additional guidance as you determine the correct CIP code for your curriculum. To determine a CIP code, you should first have selected the TOP code for your course or program.

Course Repeatability

Title 5 allows all students to repeat classes for which they receive substandard (non-passing) grades up to three times. However, the college also allows students to repeat some class even if they have taken and passed it previously. In accordance with the repeatability laws established in Title 5 in 2012, repeatability is allowed only in the following circumstances:

1. intercollegiate academic or vocational competition courses where the course is part of a district-sanctioned competitive activity;

2. intercollegiate athletics (must have ATHPE prefix and intercollegiate TOP code of 0835.50 ;

3. courses for which repetition is necessary to meet the major requirements of CSU or UC for completion of a bachelor's degree; or

4. non-credit courses.

Courses that fall into one of these categories must be designated as such by checking the appropriate reason and then providing justification in the box that will open if you mark the course as repeatable. Please see below for other requirements related to intercollegiate athletics courses and courses required to complete majors at CSUs or UCs.

Entry/Exit Expectations

Entry expectations encompass the skills students will likely need to succeed in a course. If you are developing a new course or revising a course to have one or more prerequisites, corequisites, or advisories on recommended preparations, your course should automatically have the exit standards from the precondition for enrollment (requisite or advisories on recommended preparation) as entry expectations. You will be able to select as many of these standards to become the entry expectations for your new or revised course.

You can also develop your own entry expectations for a course. GCC's standard of practice recommends that these be developed sparingly. We assume that our students will be living, breathing subjects so there's no need to specify that sort of assumed expectation.   In general entry expectations which are "self designed" rather than populated from a requisite or advisory course will be included on introductory level courses. For example, an introductory course in walking may have as an entry expectation

*   demonstrate the ability to walk for 1 meter.

Further, entry expectations shouldn't be confused with course notes. For example, to enroll in a course focused on learning to play the saxophone students may need access to a saxophone in working condition. If this was the case, this information would be included in the course note section of the course outline rather than a as an entry expectation.

The Academic Senate for California Community Colleges has specific guidelines for generating exit standards which GCC adheres to. The following text is from the ASCCC's 2017 paper on the Course Outline of Record:

> The objectives of a course (or what we call exit standards at GCC) are the primary components and skills leading to student achievement and the course's intended purpose. The objectives should specify these components and skills to ensure that any faculty delivering the course enables students to achieve the intended Student Learning Outcomes. Objectives should be written in complete sentences or comprehensive phrases using language that is discipline specific and demonstrates the level of rigor appropriate for the class.

Related to the number of units and hours of a course is the need to demonstrate in the COR that the course meets the standards for level and intensity in both quantity and effort. The faculty member will need to assess what is a reasonable time frame for most students entering at the requisite levels to acquire capabilities defined by each objective.

The format for each objective (GCC "exit standard") typically can be measured through a range of assessments, including the use of rubrics to measure performance quality in writing, computation, or other skills.

Course objectives state the concepts or skills faculty introduce to students in a course or program to prepare students to meet a Student Learning Outcome. Objectives are the means, not the ends. Course SLOs are the intended abilities and knowledge students can do after successfully completing the course objectives. SLOs must be written in measurable terms and written as actions that a student will perform in order to learn the skills necessary to meet a course SLO.

For example, for a Swimming 101 course, the course objectives (GCC "exit standards") may consist of all four competitive swimming strokes and several recreational swimming strokes; the course SLOs will measure the student's ability to perform all four strokes. The following is an example of a course objective that supports an SLO for a swimming course:

Course exit standard:

- demonstrate proper breathing techniques and arm position for the backstroke.

SLO:

- swim the backstroke for at least ten yards.

In this example, a student can demonstrate the SLO only after completing the objective.

Another example:

Course exit standards:

- demonstrate proper breathing techniques and arm position for the backstroke.
- demonstrate proper breathing techniques and arm position for the front crawl.
- demonstrate proper breathing techniques and arm position for the breaststroke.
- demonstrate proper breathing techniques and arm position for the butterfly.

SLO:

swim all four strokes of the medley relay for 25 meters each within 3 minutes.

Please note: if the change in catalog description leads to a change in course content, and/or the course's exit standards or other components, it may actually become a more substantial change requiring additional levels of approval. Check with the Curriculum Coordinator for more information.

Course Content
The course content usually takes the form of an outline and is one or two pages in length. The topics in the outline

should relate to the course objectives.

In CMS, course content for the course including all instructional hours (lecture, lab, etc.) should be entered; do not copy the titles of chapters from a textbook associated for the course. Instead, organize your content in outline format, with main topics and subtopics, if any.

Leave wiggle room. As the COR is the contract of what you intend to teach, naming specific films, authors, or historical figures rather than broader topics will pigeonhole instructors into covering specific people, films, or authors. For example, a topic entitled "The Elizabethan Sonnet" leaves it open as to which authors and sonnets may be taught unlike a topic on "Shakespeare's Sonnets."

Course topics and subtopics should be brief and should be written as topics rather than as complete sentences. Example: "Common Controversies in Political Ethics"

rather than

"Investigating the Ways that Politicians are Guilty of Ethical Violations: A Comparison of Trump and Ryan."

Use bullet points when identifying subtopics.

You should include hours for all main topics. The assumption is that the breakdown of hours for each topic includes the hours associated with each subtopic.

The college recommends that no topic have more than 10 or so hours associated with it. To clarify the flow of your course and to assist other instructors, break down the hours and the topics in a way which shows the anticipated amount of time to be spent on a specific topic.

For example, for Basket Weaving 101, which has 54 lecture hours, a main topic/subtopic format for course content might look like this:

What Is Basket Weaving? (8 hours)

- History of basket weaving
- Major cultures that use basket weaving
- Changes over time

Themes in Basket Weaving (6 hours)

- Cultural themes
- Religious themes
- Historical themes

Storytelling in Basket Weaving (6 hours)

- Folktales
- Cautionary tales

Materials Selection (4 hours)

- Reeds vs. fibers
- Gathering by hand or machine
- Weathered vs. green materials

Weaving Techniques (10 hours)

- Coiling
- Plaiting
- Twining
- Wicker
- Splint

Waterproofing (4 hours)

- Natural vs. synthetic

Pattern Design (6 hours)

- Organic patterns
- Graphic designs
- Plain vs. elaborate

To Bead or Not to Bead? (2 hours)
Other Embellishments (2 hours)
Breaking into the Basket-Selling Community (6 hours)

- Renaissance fairs
- Flea markets
- Farmers' markets
- Mall kiosks

Methods of Evaluation

Methods of Evaluation also take place in class, and should align with methods of instruction. Like methods of instruction, methods of evaluation should tie into the course objectives (exit standards) and SLOs, and should evaluate critical thinking. Methods of evaluation may include in-class essay exams (including midterms and finals), individual or group presentations, and the like.

You should consider using a variety of evaluation strategies, and these should be appropriate to the type of course and content you are evaluating. For example, if an objective of BASKET 101 is to analyze and understand how weaving patterns reflect the culture from where the originate, a method of evaluation might be

*   in-class group presentation about a specific culture and its weaving patterns.

Attendance should not have a significant role in evaluating students. According to Title 5, section 55002, "The grade is based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency." In most cases, it is difficult to directly link student proficiency of course material with attendance. On the other hand, non-attendance can negatively affect a student's grade; therefore, attendance policies should be clearly stated in the course syllabus rather than the course outline.

Out of Class Assignments

Follow the models here or review the templates and samples available on the C & I website for more information. Out of class assignments can connect to in-class methods of evaluation and must connect to a course's overall objectives and exit standards. For example, if an objective of BASKET 101 is to analyze and understand how weaving patterns reflect the culture from where the originate, a method of evaluation might be

*   in-class group presentation about a specific culture and its weaving patterns

An example of a related out of class assignment might be

- a written outline of a presentation (e.g. an outline of a presentation summarizing the weaving patterns of a specific culture)

Here are some more types of examples of out of class assignments:

essays *(if assigning an essay please list in parentheses a type of essay that an instructor may assign beginning with "e.g.").*

Example: essays (e.g. an argumentative essay on the impact of the Marshall Plan on the U.S. economy)

Example: essays (e.g. an explanatory essay which uses three readings from class to demonstrate how it's possible for TSA agents to detect behavior which may suggest that an airline passenger will engage in an act of terrorism)

research paper *(if assigning a research paper please list in parentheses a type of essay that an instructor may assign beginning with "e.g.").* **Example:** research paper (e.g. a research paper using multiple primary and secondary sources on human cloning)

group projects *(if assigning a group project please list in parentheses a type of essay that an instructor may assign beginning with "e.g.")*

Example: group project (e.g. a group project including a written outline and presentation on a new business plan)

critiques **(***if assigning a critique please list in parentheses a type of critique that an instructor may design beginning with "e.g."***)*

Example: critique (e.g. a critique of a play) **or Example:** critique (e.g. a written critique of a classmate's photography portfolio)

graph of a data set (***if assigning a graph please list in parentheses a***

type of activity that an instructor may design beginning with "e.g.")

Example: graph of a data set (e.g. a graph of a data set including calculations of its mean, median, and range with all dependent and independent variables described)

Out of class assignments are very important. They help show:

1) the level of critical thinking and analysis required by a course. This is significant for determining course degree applicability and transferability.

2) the accuracy of the course's units and hours. Title 5 and the California Community College Chancellor's office dictate that a credit course have 3 hours of student learning time in order to award 1 unit of credit. Out of class assignments are what express to the state's government that a course honestly requires the amount of work that justifies its unit status. In the past, many course outlines had few, vague out of class assignments. It has been made clear to GCC's administration and Curriculum Coordinator that the Chancellor's Office will actively monitor course outlines submitted to the state to ensure that they include sufficient, robust out of class work for any lecture or studio courses. When reviewing a new course or a course revision at C & I we will only approve courses in which it's clear that a students' completion of the out of class assignments could reasonably be expected to equate to the amount of student learning hours associated with the student's time spent outside of class.

3) (depending on the course) the level of English, math, or other courses' content which may become/should be course prerequisites or corequisites or advisories on recommended preparation.

Course or Program Learning Outcomes

See the information above in exit standards for some information on writing effective learning outcomes. If changes to a course or program's learning outcomes are agendized, the following procedures shall be used. The SLO Committee chair/designee should have reviewed the learning outcomes during the preliminary review process to ensure that they are:

- Clear and measurable;
- Discipline specific;
- Related to GCC's Core Competencies/ILOs;
- Aligning with standards presented by respective professional organizations as applicable;
- Using Bloom's Taxonomy action verbs; and
- Using the prescribed number of learning outcomes. (Generally, a course or program will have between three and six learning outcomes.)

The Curriculum Committee reviews:

1) Course Outlines of Records to ensure that course content, methods of instruction, assignments, methods of evaluation, etc. align to support the course's student learning outcomes and,

 2) Program proposals to ensure that program learning outcomes are supported

The Deletion of a Course from the Glendale Community College Catalog

Course deletions from the catalog require one reading by the C & I Committee. The action of deleting a course will necessarily include the deleting of any associated distance education addendum. Course author must include paperwork to remove the deleted course from any programs (degrees, certificates, and skill awards) in which it appears. Course deletions cannot be processed without the accompanying revisions to the applicable program(s).

Units

Please note: 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 for a course. 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 on the number of hours of laboratory work presuming that students complete most required work in class. For the development of new lecture courses, it is very important that the course content and out of class assignments on course outlines reflect the distribution stated above. The example course outlines, out of class assignments, and other materials in this handbook should serve as guidance in this regard (Program and Course Approval Handbook, 2013).

Hours

Please note: 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 for a course. 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 on the number of hours of laboratory work presuming that students complete most required work in class. For the development of new lecture courses, it is very important that the course content and out of class assignments on course outlines reflect the distribution stated above. The example course outlines, out of class assignments, and other materials in this handbook should serve as guidance in this regard (Program and Course Approval Handbook, 2013).

Lecture/Lab/Studio Ratio

Please note: 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 for a course. 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 on the number of hours of laboratory work presuming that students complete most

required work in class. For the development of new lecture courses, it is very important that the course content and out of class assignments on course outlines reflect the distribution stated above. The example course outlines, out of class assignments, and other materials in this handbook should serve as guidance in this regard (Program and Course Approval Handbook, 2013).

Transferability

In 1993, the college's senate passed a clear policy clarifying guidelines for determining a course's ability to be listed as "transferable." If you see someone who was on senate in the 1990s make sure to say thank you, because this policy is very helpful and specific.

Course must meet one of the following to be considered transferable:

1. Course is taught, for **lower division** baccalaureate credit, on at least one campus of

CSU or UC.

OR

Course has been awarded transfer credit by the University of California

OR

The course must meet **all** of the following:

a) The course is presented in a manner that requires that students demonstrate:

1. learning skills and a vocabulary necessary to master the subject matter of a baccalaureate-level course

and

the capacity to think critically and to understand and apply concepts.

b) The course shall:

treat subject matter with an intensity and pace that establishes an expectation for significantly greater learning independence than that required at the secondary level

and

require the student to continue development of communication skills appropriate for higher education.

c) Coursework that:

enhances understanding of analytical, intellectual, scientific, or cultural concepts and traditions (generally shall be considered baccalaureate level)

or

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

or

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

Please note: Faculty, the C & I Committee, and the Articulation Coordinator share responsibility for determining the transferable status of courses. Transferability of elective credit does not create any presumption of acceptance for general education or credit to the major or area of emphasis.

Course Prerequisites, Corequisites, and Recommended Preparations

The addition of or changes to course prerequisite, corequisite, recommended preparation advisories, and other enrollment criteria must be processed with an updated course outline and the course's appropriate content review matrix (or matrices) and, as needed, the statistical validation or other evidence such as statements from other college catalogs to justify a change in requisite skill.

For prerequisite, corequisite, recommended preparation advisory, or other enrollment criteria changes to previously approved courses, revision to course outlines is required.
See section VI of this handbook for additional information on policies for Prerequisites, Corequisites, and Recommend Preparations.

The Addition of or Changes to a Course's Discipline(s)

A change to an existing course's discipline course requires approval at the C & I, Academic Affairs, Academic Senate, and College Executive Committees and by the Glendale Community College Board of Trustees.

The movement of an existing course into an existing discipline (e.g. placing a new English course into the "English" discipline) is determined by the C & I Committee and validated by the Academic Affairs and College Executive Committees and by the Glendale Community College Board of Trustees. When questions or concerns may arise regarding discipline placement, matters will be referred to the Academic Senate. For detailed information on the process of approving discipline placement for new and existing courses, please see the chart on page 94 of this handbook.

For existing courses which are proposed for movement into a discipline not yet adopted by the Academic Senate, the discipline and its minimum qualifications must first be adopted by our senate. Likewise, a workload for the new discipline must be negotiated before courses may be offered as part of a newly adopted discipline.

This is considered a substantial change requiring two reading at the C & I Committee and approval by the Academic Affairs Committee and the Board of Trustees. To agendize the change, the "Course Revision" form should be completed in CMS along with an updated outline and the PeopleSoft Dictionary Form clarifying the changes to the course's disciplines.

Once a revision to a course's discipline has been approved at Academic Affairs, the C & I Committee Faculty Co-Chair will forward an email to the president of the Glendale Community College Academic Senate requesting that an agenda item be added to the Senate Executive Committee and Academic Senates' agendas. Included in this email will be the course outline of record for the new course, the description of the ASCCC discipline and minimum qualifications, and a brief rationale of why the course's discipline was selected. The C &I Faculty Committee Co-Chair shall communicate any actions regarding discipline adoption to the C & I Committee.

A new course requires approval by the Curriculum & Instruction, Academic Affairs, and Campus College Executive Committees and by the Glendale Community College Board of Trustees.

Changing a Course's Graduation Requirement Status

Routine decisions to place courses into local graduation requirements (e.g. placing a new English elective course into graduation requirement 9.d.2, Communication and Analytical Thinking) is determined by the C & I Committee and validated by the Academic Affairs and College Executive Committees and by the Glendale Community College

Board of Trustees. When questions or concerns may arise regarding discipline placement for existing courses or new courses, matters will be referred to the Graduation Requirements Committee before being returned to the C & I Committee. For detailed information on the process of approving graduation requirements for new and existing courses, please see chart on page 96 of this handbook.

Program Revision

All program revision submissions require a first and second reading at the C & I Committee. There are two types of program revisions:

Non-Substantial Changes to Approved Programs

Non-substantial changes to approved programs include but are not limited to:
- Local title changes
- Certificate unit changes
- Degree unit changes (adding or removing required courses or restricted electives from a program)
- The deletion or deactivation of a program from the GCC catalog
- The reinstatement or reactivation of a program from the GCC catalog

Substantial Changes to Approved Programs

Substantial changes to approved programs include but are not limited to:
- Substantially altering the goals or objectives of a program
- Job categories for which program completers qualify are substantially different from the job categories for which previous completers previously qualified
- The baccalaureate major to which students typically transfer is different from the baccalaureate major to which students transferred in the past
- The college wishes to add a new award to an existing program such as a certificate of achievement added to a degree or a degree added to one or more certificates of achievement. (All existing and proposed awards should be categorized in the same four-digit T.O.P. code)
- An existing program is split into two or more tracks, options, emphases, etc. in the same T.O.P. code

Please note: in some cases, substantial changes made to an approved program are so substantial that the Chancellor's Office will require that an application for the approval of a new-credit program be submitted. The co-chairs of the C & I Committee can offer guidance on this matter.

The Addition of a New Program

New program submissions require a first and second reading at C & I, the review of the program as a part of the Academic Affairs Committee consent agenda, approval by the Academic Senate, and approval by the Glendale Community College Board of Trustees.
(Additional requirements and guidance for the program approval process at C & I should be discussed by campus stakeholders in future semesters.)

SECTION V
TITLE V AND INTERSEGMENTAL REGULATIONS AND STANDARDS

It is the responsibility of the college and its Curriculum and Instruction (C & I) Committee to assure that the standards summarized in Division 6 of Title 5 of the California Code of Regulations, i.e., the regulations that govern curriculum procedure in the California Community Colleges, are fulfilled for all new and existing courses. It is also their obligation to assure that all courses that are offered for transfer meet the particular standards of the institutions for which they are to be counted as transfer, especially those put forward for inclusion in system wide agreements, such as IGETC (i.e., the Intersegmental General Education Transfer Core.)

TITLE V STANDARDS

ASSOCIATE DEGREE AND GENERAL EDUCATION COURSES

Courses approved through the local curriculum review process as suitable for fulfillment of associate degree and general education requirements must reflect an understanding by those reviewing the courses of both the expectations of the Board of Governors and those of 4-year colleges and universities. The standards for the Community College associate degree and general education courses are covered in this section.

The Course Outlines of Record for courses that are to count towards the associate degree must integrate subject-specific critical thinking and problem solving skills into every component of the course, whenever appropriate.

It is expected that this process will yield a coherent course in which the expectation laid out in the objectives are carried into the content, student assignments, and standards for student evaluations.

COURSE STANDARDS

Title 5 § 55062   Types of Courses Appropriate to the Associate Degree
The criteria established by the governing board of a community college district to implement its philosophy on the associate degree shall permit only courses that conform to the standards specified in §55002(a) and that fall into the following categories to be offered for associate degree credit:

> Credit courses in English and mathematics taught in or on behalf of other departments and which, as determined by the local governing board, require entrance skills at a level equivalent to those necessary for the English courses not more than one level below the first transfer level composition course, and all mathematical courses above and including Elementary Algebra.

Title 5 §55002(a)   Associate Degree Credit Course

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

Title 5 §55002(a)(2) Standards for Approval of Degree Credit Courses

The college and/or district curriculum committee shall recommend approval of the course for associate degree credit if it meets the following standards:

(a) <u>Grading Policy</u>: The course provides for measurement of student performance in terms of the state course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with §55758 of this Division. The grade is based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.

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

(c) <u>Intensity</u>: The course treats subject matter with a scope and intensity that require students to study independently outside of class time.

(d) <u>Prerequisites and Corequisites</u>: When the college and/or district curriculum committee determines, based on a review of the course outline of record, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or corequisites that are established, reviewed, and applied in accordance with the requirements of Article 2.5 (commencing with §552200) of this Subchapter.

(e) <u>Basic Skills Requirements</u>: If success in the course is dependent upon communication or computational skills, then the course shall require, consistent with the provision of Article 2.5 (commencing with §55200) of this Subchapter, as prerequisites or corequisites eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively.

(f) <u>Difficulty</u>: The course work calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level.

(g) <u>Level</u>: The course requires learning skills and a vocabulary that the curriculum committee deems appropriate for a college course.

GLENDALE COMMUNITY COLLEGE GUIDELINES FOR DETERMINIG BACCALAUREATE-LEVEL COURSE WORK

Course must meet one of the following to be considered transferable:

1. Course is taught, for **lower division** baccalaureate credit, on at least one campus of CSU or UC.
<u>*OR*</u>

1. Course has been awarded transfer credit by the University of California
<u>*OR*</u>

3. The course must meet <u>**all**</u> of the following:

   a) The course is presented in a manner that requires students:
       -learning skills and a vocabulary necessary to master the subject matter of a baccalaureate-level course
       <u>**and**</u>
       -the capacity to think critically and to understand and apply concepts.

   b) The course shall:
       -treat subject matter with an intensity and pace that establishes an expectation for significantly greater learning independence than that required at the secondary level
       <u>**and**</u>
       -require the student to continue development of communication skills appropriate for higher education.

   c) Coursework that:
       -enhances understanding of analytical, intellectual, scientific, or cultural concepts and traditions (generally shall be considered baccalaureate level)
       <u>**or**</u>
       -enhances understanding of occupational and professional fields usually requiring experience in higher education as prerequisite to employment in such fields (may be considered baccalaureate level if it includes attention to appropriate theories and concepts)
       <u>**or**</u>
       -provides instruction in occupational fields not usually requiring experience in higher education as prerequisite to such fields (may be considered baccalaureate level if the primary emphasis is upon understanding the theories and concepts that underlie practice rather than only upon the development of technical skills required for immediate employment).

Approved by the Academic Senate, March 18, 1993
Approved, with changes, by Academic Senate, September 2, 1993

Title 5 §55002(b)   Non-Degree Credit Course

Nondegree-Applicable Credit Course. A credit course designated by the governing board as not applicable to the associate degree is a course which, at a minimum, is recommended by the college and/or district curriculum committee (the committee described and established under subdivision (a)(1) of this section) and is approved by the district governing board.

1. <u>Types of Courses:</u>

Non-degree applicable credit courses are:

    (a) nondegree-applicable basic skills courses as defined in subdivision (u) of section 55000;

    (b) courses designed to enable students to succeed in degree-applicable credit courses (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) precollegiate career technical preparation courses designed to provide foundation skills for students preparing for entry into degree-applicable credit career technical courses or programs;

    (d) essential career technical instruction for which meeting the standards of subdivision (a) is neither necessary nor required.

2. <u>Standards for Approval</u>:

The college and/or district curriculum committee shall recommend approval of the course on the basis of the standards which follow. In order to be eligible for state apportionment, such courses must be approved (as courses not part of programs) by the Chancellor's Office as provided in §551100 of this Division.

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

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

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

    (d) Prerequisites and corequisites. When the college and/or district curriculum committee deems appropriate, the course may require prerequisites or corequisites for the course that are established, reviewed, and applied in accordance with Article 2.5 (commencing with §552200) of this Subchapter.

Title 5 §55002(c)   Noncredit Course

A noncredit course is a course which, at a minimum, is recommended by the college and/or district curriculum committee and approved by the district governing board as a course meeting the needs of enrolled students.

<u>Standards for Approval</u>:

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

Title 5 §55002(d)   Community Service Class

A community service class is a class which meets the following minimum requirements:

1. Is approved by the local district governing board;
2. Is designed for the physical, mental, moral, economic, or civic development of persons enrolled therein;
3. Provides subject matter content, resource materials, and teaching methods which the district governing board deems appropriate for the enrolled students;
4. Is conducted in accordance with a predetermined strategy or plan;
5. Is open to call members of the community; and
6. May not be claimed for apportionment purposes.

Title 5 § 55040, 55041, 55042, 55043, 55253, and 56029 Course Repetition and Repeatability

Under special circumstances, students may repeat courses in which a C or better grade was earned.

Students may repeat the following courses (up to four semester enrollments) irrespective of grades:
- Courses for which repetition is necessary to meet the major requirements of CSU or UC for completion of a bachelor's degree;
- Intercollegiate athletics courses; and
- Intercollegiate academic or vocational competition courses. Such courses may be repeated no more than four times for semester courses or six times for quarter courses.

Additionally, students may enroll in designated activity courses in physical education, visual arts, or performing arts. Such individual courses may not be repeated for more than **four enrollments (i.e. four total repetitions)**. This limit applies even if the student receives a substandard grade or "W" during one or more enrollment or if a student petitions for repetition for repetition due to extenuating circumstances.

GCC may permit one additional funded enrollment on an appeal basis if a student needs to repeat due to significant lapse of time or due to extenuating circumstances. The student must submit the Petition to Waive College Requirements form to take the class a fourth time.

Title 5 §55752   Credit-No Credit Options

The governing board of a district maintaining a community college may by resolution and regulation offer courses in either or both of the following categories and shall specify in its catalog the category into which each course falls:

1. Courses wherein all students are evaluated on a "credit-no credit" basis. When a district offers courses in which there is a single standard of performance for which unit credit is assigned, the "ACR/NC" grading shall be used to the exclusion of other grades.
2. Course wherein each student may elect on registration, or no later than the end of the first 30% of the term, whether the basis of evaluation is to be "credit-no credit" or a letter grade.

Title 5 §58164   Open Entry/Open Exit Courses

The term "open entry/open exit courses" refers to courses in which students may enroll at various times, which student may complete at various times or at various paces, and for which students may receive various credit. Open entry/open exit courses may be conducted with or without regularly scheduled hours.

Title 5 §40408   Credit Based on Examination

Unit credit toward the degree may be secured by passing an examination given or approved by the appropriate campus authority in courses offered by the campus and for which credit has not otherwise been allowed.

ASSOCIATE DEGREE STANDARDS

Title 5 §55061   Philosophy and Criteria for Associate Degree and General Education

a) The governing board of a community college district shall adopt a policy which states its specific philosophy on General Education. In developing this policy, governing boards shall consider the following policy of the Board of Governors:
The awarding of an Associate Degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights.

Among these are the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding. In addition to these accomplishments, the student shall possess sufficient depth in some field of knowledge to contribute to lifetime interest.

Central to an Associate Degree, 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 various disciplines. College education 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.

In establishing or modifying a general education program, ways shall be sought to create coherence and integration among the separate requirements. It is also desirable that general education programs involve students actively examining values inherent in proposed solutions to major social problems.

(b) The governing board of a community college district shall also establish criteria to determine which courses may be used in implementing its philosophy on the associate degree and general education.

(c) The governing board of a community college district shall, on a regular basis, review the policy and criteria established pursuant to subsections (a) and (b) of this section.

CERTIFICATES

Certificate programs are primarily business and technical programs for student desiring education beyond high school. In most cases, these programs are planned without regard to transfer schools; however, many courses are transferable to four-year colleges and universities if students change their educational goals. By local rule, Certificate programs of less than eighteen semester units may not be used to satisfy the major requirements for the Associate in Science degree.

Title 5 §55063   Minimum Requirements for the Associate Degree

The governing board of a community college district shall confer the degree of Associate in Arts or Associate in Science upon a student who has demonstrated competence in reading, in written expression, and in mathematics, and who has satisfactorily completed sixty semester units or ninety quarter units of college work. This course work requirements must be fulfilled in a curriculum accepted toward the degree by a college within the district (as shown in its catalog.) It must include at least eighteen semester units or twenty-seven quarter units in General Education and at least eighteen semester units or twenty-seven quarter units in the major as prescribed in this section. Of the required units, at least twelve semester units or eighteen quarter units must be completed in residence at the college granting the degree. Exceptions to residence requirements for the Associate Degree may be made by the governing board when it determines that an injustice or undue hardship would be placed on the student.

a.) Major Requirements: At least eighteen semester units or twenty-seven quarter units of study taken in a single discipline or related disciplines, as listed in the Community Colleges "Taxonomy of Programs" shall be required. http://extranet.cccco.edu/portals/1/aa/credit/2013files/topmanual6_2009_09correct ed_12.5.13.pdf

b.) General Education Requirements:

1. Students receiving an Associate degree shall complete a minimum of eighteen semester units or twenty-seven quarter units of general education, including a minimum of three semester or four quarter units in each of the areas (a), (b) and (c) and the same minimum in each pair of (d). The remainder of the unit requirements is also to be selected from among these four divisions or learning or as determined by local option:

a. Natural Sciences: Courses in the natural science are those that 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 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 that 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 methods of inquiry used by the social and behavioral sciences. It shall be designed to stimulate critical thinking about the way 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 that 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 through 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 language, literature, philosophy, and religion.

d. Language and Rationality: Courses in language and rationality are those that cover the principles and applications of language toward logical though, clear and precise expression, and critical evaluation of communication in whatever symbol system the student uses.

1. <u>English Composition:</u> Courses fulfilling the written composition requirement shall be designed to include both expository and argumentative writing.

2. <u>Communication and Analytical Thinking:</u> Courses fulfilling the communication and analytical thinking requirement include oral communications, mathematics, logic, statistics, computer languages and programming, and related disciplines.

While courses might satisfy more than one general education requirement, it may not be counted more than once for these purposes. A course may be used to satisfy both a general education and a major requirement. Whether or not it may be counted again for a different degree requirement is a matter for each college to determine. Students may use the same course to meet a general education requirement for the Associate Degree and to partially satisfy a general education requirement at the California State University, if such a course is eligible under the provisions of §40405 of this title.

Ethnic Studies will be offered in at least one of the required areas.

Local Requirements:

American Institutions: Knowledge of American Institutions is required.

State & Local Government: Knowledge of State and Local Governments is required.

United States History: Knowledge of American History is required.

Health: Knowledge of community and personal hygiene must be demonstrated.

Physical Education: Two semester units of physical education activity classes and/or dance activity classes must be completed unless exempted by established policy.

First Aid: Knowledge of community first aid and CPR must be demonstrated.

Cultural Diversity: Courses fulfilling this requirement aim to provide students with a broad education perspective by addressing such issues as the historical, cultural, psychological, sociological and political aspects of a variety of United States minority groups who, because of the physical or cultural characteristics, are singled out from others in the society for differential treatment. Courses fulfilling this requirement should develop a sensitivity to and an understanding of cultural differences; improve cross-cultural understanding and communication; provide exposure to non –dominant cultures and foster a deeper awareness of interdependence of nationalities, people and cultures in today's world. One course in Cultural Diversity is required.
*   For the purposes of the requirement, "Cultural" and "cultures" shall be understood to include matters related to race, ethnicity, gender, sexual orientation, religion, and disabled status, as well as the totality of societally transmitted behavior patterns, arts, beliefs, and institutions.

Approved by Academic Senate 3/7/96
Approved by Academic Affairs 4/24/96

INTERSEGMENTAL STANDARDS

Intersegmental standards have been formulated by the segments themselves, together with guidance jointly developed by the Academic Senate for the California Community Colleges. Courses that are to count towards transfer must present the core concepts that define each discipline systematically, not incidentally, and must hold students accountable for mastering these concepts and methods at the level appropriate to the course. This fact does not mean that only theoretical courses can count towards transfer. It is educationally desirable, and often occupationally essential, to use "real world" or "hands-on" applications, and/or studio practices, etc., to focus student interest, illustrate concepts, and to test both theoretical and practical understanding of the core concepts. In order for such courses to count for general education, however, the concepts and theories that make up the core of the discipline must still be the main focus.

California State University Executive Order 595

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

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

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

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

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

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

is not only to imply merely basic computational skills, but also to encourage the understanding of basic mathematical concepts.

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

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

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

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

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

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

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

INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM

All courses offered towards satisfaction of the requirements of the Intersegmental General Education Transfer Curriculum (IGETC) must be baccalaureate in level and must be acceptable for transfer among all segments of public postsecondary education. Advanced Placement credit that is considered equivalent to a course accepted for credit towards the Transfer Curriculum should also be acceptable. Except for the American Institutions requirements, double counting of courses (i.e., using one course to meet more than one university requirement) is not limited by the IGETC.

The following requirements are listed in terms of the number of courses specified for each designated area and the minimum number of semester and quarter units so represented.

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

The English communication requirement shall be fulfilled by completion of three semesters or nine units of lower-division courses in English reading and written composition (1 course), critical thinking English composition (1 course), and oral communication* (1 course). Successful completion of the course in reading and written composition shall be prerequisite to the course in critical thinking English composition. The second semester of English composition required by the University of California may be met by those courses in critical thinking taught in a variety of disciplines which provide, as a major component, instruction in the composition of substantial essays and require students to write a sequence of such essays. Written work shall be evaluated for both composition and critical thinking. Texts chosen in this area should reflect an awareness of cultural diversity. Courses designed exclusively for the satisfaction of remedial composition cannot be counted towards fulfillment of the English composition requirement.

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

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

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

The Mathematical Concepts and Quantitative Reasoning requirement shall be fulfilled by completion of a one-semester course in mathematics or statistics above the level of intermediate algebra, with a state course prerequisite of Intermediate Algebra. (See the description of "Algebra 2", Statement On Competencies In Mathematics Expected Of Entering Freshman – 1988, revised February, 1988.) Courses on the application of statistics to a single discipline may not be used to fulfill this requirement. An appropriate course in statistics must emphasize the mathematical bases of statistics, probability theory and estimation, application and interpretation, uses and misuses, and the analysis and criticism of statistical arguments in public discourse.

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

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

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

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

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

Subject Area: Physical and Biological Sciences
(at least 2 courses: 7-9 semester, 9-12 quarter units)
The Physical and Biological Sciences requirement shall be fulfilled by completion of at least two courses, one of which is in Physical Science and one in Biological Science, at least one of which incorporates a laboratory. Courses must emphasize experimental methodology, the testing of hypotheses, and the power of systematic questioning, rather than only the recall of facts. Courses that emphasize the interdependency of the sciences are especially appropriate for non-science majors.

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

OTHER

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

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

SECTION VI
STUDENT PREPARATION

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POLICIES FOR PREREQUISITES, COREQUISITES, RECOMMENDED PREPARATION, AND ENROLLMENT LIMITATIONS

Guidelines

1. Determine type of prerequisite or corequisite appropriate for course or program and required level(s) of scrutiny.

    (See "Levels of Scrutiny Required for Prerequisites/Corequisites")

2. For course or program prerequisites that require content review, complete faculty content review form (aka the content review matrix).

    (See "Content Review")

3. For prerequisites requiring data collection and analysis, content review must be approved by the Division prior to initiating research. (First Reading)

    (See "Research to Establish Prerequisites/Corequisites")

4. Complete any additional required levels of scrutiny, using appropriate documentation.

    (See "Required Forms")

5. Present all required documentation to Division for endorsement and approval. (Second Reading at Division)

6. Present completed documentation to Curriculum and Instruction Committee for approval.

POLICY OF OPEN COURSES, PREREQUISITES, COREQUISITES, RECOMMENDED PREPARATION AND LIMITATION ON ENROLLMENT

Please note: this next section of the handbook is designed to mirror Glendale Community College District 4260 – Formerly 6141.7 Administrative Regulation

It is the policy of Glendale Community College that, unless specifically exempted by statute or regulation, every course, course section, or class (the attendance of which is to be reported for state aid) shall be fully open to enrollment and participation by any person who has been admitted to the college and who meets course prerequisites, corequisites, and enrollment limitations.

The Glendale Community College Board of Trustees adopted the following policy in order to provide for the establishing, reviewing, and challenging of prerequisites, corequisites, advisories on recommended preparation, and certain limitations on enrollment in a manner consistent with academic standards. The Board recognizes that ensuring high academic standards and providing a learning environment that encourages student success and fosters student access are of utmost importance. Therefore, the Board adopted this policy which calls for careful scrutiny in establishing prerequisites, corequisites, and advisories on recommended preparation and which provides for student challenges.

College Procedures and Policies

The college shall provide the following explanations in both the College Catalog and the Schedule of Classes:

a. Definitions of prerequisites, corequisites, and limitations on enrollment, including the specific differences among them and the specific prerequisites, corequisites, and limitations on enrollment which have been established pursuant to §55003 and §58106 of Title 5.

b. Procedures for a student to challenge prerequisites, corequisites, and limitations on enrollment and circumstances under which a student may exercise the right to make such a challenge.

c. Definitions of advisories on recommended preparation and the right of a student to enroll in a course despite lacking the recommended preparation.

Challenge Process

a. Any student who does not meet a prerequisite or co-requisite or who is not permitted to enroll due to a limitation on enrollment but who provides satisfactory evidence may seek entry into the course as follows:

   1. If space is available in a course when a student files a challenge to the prerequisite or co-requisite, the District shall reserve a seat for the student and resolve the challenge within five (5) working days. If the challenge is upheld or the District fails to resolve the challenge within the five (5) working-day period, the student shall be allowed to enroll in the course.

   2. If no space is available in the course when a challenge is filed, the challenge shall be resolved prior to the beginning of registration for the next term and, if the challenge is upheld, the student shall be permitted to enroll if space is available when the students registers for that subsequent term.

b. Grounds for challenge shall include the following:

1. Those grounds for challenge specified in Title 5 §55003 (b) (5).

2. The student seeks to enroll and has not been allowed to enroll due to a limitation on enrollment established for a course that involves intercollegiate competition or public performance, or one or more of the courses for which enrollment has been limited to a cohort of students. The student shall be allowed to enroll in such a course if otherwise he or she would be delayed by a semester or more in attaining the degree or certificate specified in his or her educational plan.

3. The student seeks to enroll in a course that has a prerequisite established to protect health and safety, and the student demonstrates that he/she does not pose a threat to himself/herself or others.

4. The student has the obligation to provide satisfactory evidence that the challenge should be upheld. However, where facts essential to a determination of whether the student's challenge should be upheld are or ought to be in the college's own records, then the college has the obligation to produce that information.

Curriculum Review Process

The college certifies that the Curriculum and Instruction Committee has been established by mutual agreement of the administration and the Faculty Senate, as required in §55002 (a) (1) of Title 5. The Curriculum and Instruction Committee shall:

a. Establish prerequisites, corequisites, advisories on recommended preparation, and limitations on enrollment pursuant to §55002, 55003, and §58106 of Title 5 and §6141.7 of the Glendale College Policy.

b. Verify and provide documentation that prerequisites or corequisites meet the scrutiny specified in §55003 (f) of Title 5.

c. Provide for a review of each prerequisite, corequisite, or advisory at least every six years, pursuant to §55003(b) (4) of Title 5. For vocational courses or programs which are delineated with an asterisk in the Taxonomy of Programs Handbook, Title 5 requires prerequisites and corequisites to be reviewed every two years.

d. A prerequisite or corequisite which is successfully challenged under §55003 (p) or (q) shall be reviewed promptly thereafter to assure that it is in compliance with all other provisions of the law.

e. Provide for a review of each course in which there is a limitation on enrollment such as in intercollegiate competition courses, honor courses, performance courses, or courses in which enrollment may be limited due to legal requirements imposed by statute, regulation, and/or contract. This review should be conducted at least every six years, pursuant to §6141.7 of the Glendale College Policy.

f. Ensure that pursuant to Title 5 §55003 (b) (4) all vocational course and program prerequisites are reviewed every two years.

Implementing Prerequisites, Corequisites, and Limitations on Enrollment

The college has established procedures wherein every attempt shall be made to enforce all conditions a student must meet to be enrolled through the registration process, so that a student is not permitted to enroll unless he or she

has met all the conditions or has met all except those for which there is a pending challenge or for which further information is needed before final determination of whether the student has met the condition(s), pursuant to §~~55202(g)~~ 55003 (o) and (p) of Title 5.

Instructor's Formal Agreement to Teach the Course as Described

The college shall establish a procedure whereby courses for which prerequisites, corequisites, or advisories on recommended preparation are established will be taught in accordance with the course outline, particularly those aspects of the course that are the basis for justifying the establishment of the prerequisite or corequisite, pursuant to 55003 (b) of Title 5.

Instructions for Establishing Advisories on Recommended Preparation, Corequisites, Prerequisites, and Limitations on Enrollment

Deciding Whether to Set a Prerequisite or Corequisite, or an Advisory on Recommended Preparation. Once faculty in a discipline decide students without a prerequisite or corequisite are highly unlikely to succeed in a course, then an appropriate prerequisite or corequisite must be established. Prerequisites must be taken before enrollment in the course, and corequisites are taken concurrently with the course. Students without the prerequisite or corequisite are blocked from enrolling in the course. If faculty wish to advise students regarding skills or courses that will aid with success in the course without blocking enrollment, the faculty should follow the Procedures for Establishing Advisories on Recommended Preparation below.

Procedures for Establishing Advisories on Recommended Preparation

Advisories on Recommended Preparation are established to inform students of skills or courses they are expected to have for success in a course. For example, faculty has agreed that students would be much better prepared for Speech Communication 100 if they have completed English 101. Therefore, it is recommended that they prepare for Speech Communication 100 by completing English 101 (See page **XX** of this handbook for the specific means by which faculty and division chairs should discuss a course's proposed advisory on recommended preparation.) <u>To establish an advisory on recommended preparation, faculty must follow the appropriate process for content review and include, on the course outline of record, the entry expectations which students are advised to have met.</u> Although the content review ought to suggest a relationship between the two courses, it need not prove that students are highly unlikely to succeed without a course. Students who do not meet the advisory may not be blocked from enrolling in the course.

Procedures for Establishing Prerequisites & Corequisites

Discipline faculty should determine what type of prerequisite is appropriate for the course or program by looking at the "Levels of Scrutiny Required for Prerequisites/Corequisites Summary" below. Each row outlines the procedure for setting a particular type of a prerequisite and gives an example in the third column.

Levels of Scrutiny Required for Prerequisites/Corequisites

The different types of prerequisites, corequisites, advisories on recommended preparation, and limitations on enrollment require different levels of scrutiny:

a. Courses in a discipline sequence require Content Review (e.g., the establishment of a prerequisite of Accounting 101 for Accounting 102).

b. Courses out of the same discipline (not communication or mathematical competency) require Content Review plus documentation that one or more UC/CSU requires the equivalent requisite course; or Content Review plus documentation that three regionally accredited baccalaureate institutions require the equivalent

requisite course; or Content Review plus statistical evaluation; or documentation that the requisite course is required by statute or regulation; or documentation that the requisite course is part of a closely-related lecture-laboratory course pairing within a discipline (ref. Title 5 §55003(e)) (e.g., the establishment of a prerequisite of Chemistry 101 for Biology 102).

c. A prerequisite of course eligibility for a course out of the same discipline (communication or mathematical competency) requires Content Review plus documentation that one or more UC/CSU requistes the equivalent requisite course; or Content Review plus documentation that three regionally accredited baccalaureate institutions require the equivalent requisite course; or Content Review plus statistical evaluation; or documentation that the requisite course is required by statute or regulation (ref. Title 5 §55003(e)) (e.g., the establishment of a prerequisite of eligibility for English 120 or ESL 151 for History 110).

d. An assessment process for placement requires Content Review plus the use of an approved assessment instrument plus statistical evaluation (e.g., the establishment of a combination of assessment test scores and academic background for English 120).

e. Program prerequisites require Content Review plus statistical evaluation of the prerequisite (e.g., the establishment of a prerequisite of Biology 120 for the Nursing program).

f. Health and safety prerequisites require Content Review for the level of health and safety skills necessary (e.g., the establishment of a prerequisite of English 120 or ESL 151 for Chemistry 101).

g. Measures of readiness prerequisites require Content Review plus statistical evaluation (e.g., the establishment of a prerequisite of typing ability for Office Administration 101).

h. A prerequisite based on outside accreditation requirements requires documentation of the prerequisite as determined by a professional group or state board (e.g., the establishment of a prerequisite of Alcohol/Drug Studies 105 for Alcohol/Drug Studies 119).

i. Limitations on enrollment for performance courses and intercollegiate athletic courses require documentation that the limitation is not an impediment to completing the degree or certificate, a disproportionate impact study, and the requirement that seats are allocated to students judged most qualified based on clear criteria (e.g., the ability to play a musical instrument for Music 146).

j. Limitations on enrollment for honors courses require that other sections be available and that seats in honors courses are allocated to students judged most qualified based on clear criteria (e.g., Scholars Program courses such as Spanish 124H).

k. Limitations on enrollment based on transfer credit or transfer requirements require documentation of an intersegmental agreement such as IGETC Critical Thinking and are typically writing requirements (e.g., English 101 for English 102).

l. Advisories on recommended preparation require Content Review (e.g., a recommended preparation of eligibility for English 101 for Philosophy 101).

Content Review Process

The purpose of content review is to clarify the skills and concepts developed in a (target) course, to identify possible gaps in skill development between a course and its prerequisite(s), corequisite(s) and advisories on recommended preparation, and to assure smooth transition between the prerequisite(s) and the subsequent course. The method of content review is to establish entrance criteria for a (target) course needing a prerequisite, corequisite, or advisory on recommended preparation and to compare them with the exit criteria for the prerequisite course.

A course prerequisite, corequisite, or advisory on recommended preparation represents a professional judgment by the institution's faculty that a student's ability to succeed in a particular course is dependent on possessing certain abilities, skills, and/or knowledge prior to undertaking the course. In determining course objectives, various assumptions are made about the entering students' abilities, skills, and knowledge. The classification of these assumptions and the review of a prerequisite requires that a judgment procedure be undertaken, in coordination with departmental colleagues and the Division Chair (and occasionally the faulty and/or Chair of another Division).

STEP 1: *Define entrance expectations in the target course.*

a. Faculty with appropriate expertise (should include full- or part-time faculty who teach the target course) should review the target course outline, syllabus, texts and reading assignments, methods of evaluation, and any other course materials used. In this policy, the "target course" refers to the course for which the limitation on enrollment is being proposed. For example, if faculty in the English Division were considering adding an advisory on recommended preparation of HIST 117 for ENGL 101, in this fictitious example, ENGL 101 would be considered the "target course."

b. Each of these same faculty members should compile a list of "entering skills" based on the above review. For a prerequisite or corequisite, the entering skills are those without which, in the professional judgment of the faculty, the student is highly unlikely to succeed in the target course. For an advisory on recommended preparation, the entering skills are those which, in the professional judgment of the faculty, will enrich or deepen the student's knowledge obtained from the course but without which the student may still succeed in the target course. Please note, in general, this list of entering skills is drawn directly from the exit standards from the course outlines of courses which are proposed as prerequisites, corequisites, advisories on recommended preparations. Faculty compiling this list of skills may choose to use the entire list of exit standards from proposed prerequisites, corequisites, or advisories on recommended preparation or to select only the specific exit standards which they feel are necessary to student's success in the course. Faculty members' lists of skills may also draw from other sources, especially in the case of performance courses or other courses in which the limitation on enrollment is less specific to students' prior successful completion of a specific course.

c. In coordination with the Division Chair, these same faculty should then meet, discuss their lists, resolve any differences, and compile a final list by consensus. This list of skills is documented in the course outline of record in a section entitled "Prerequisites Skills" ("Upon entering the course the student should be able to …") "Corequisite Skills" (While enrolled in the course the student should be able to…") or "Advisory Skills" ("Upon entering the course it is recommended that the student be able to …").

STEP 2: Identify means of obtaining abilities, skills and knowledge.

Once the entrance expectations are clarified, the discipline-related faculty should then suggest how the necessary abilities, skills, and knowledge can be obtained or assessed. Courses in the college's curriculum that provide the exit skills needed for entrance into the target course or assessment processes that measure such skills should be identified. For courses in the curriculum, these exit standards are listed as the "Course Entry Expectations" section of the target

course outline of record. In other words, if the English Division were to propose adding HIST 117 as an advisory on recommended preparation for ENGL 101, the **exit standards** for HIST 117 would become a part of the course entry expectations for ENGL 101 on its course outline.

STEP 3: Compare Outcomes from the prerequisite/corequisite/advisory on recommended preparation course and the entering skills necessary for the target course in CMS.

a. The discipline-related faculty should examine the relationship of entry expectations to exit standards to determine if the entering skills are provided by the prerequisite course. The question to be raised is, "Are the exit standards of the prerequisite course much lower, about the same, or much greater than the entering skills of the target course?"

   1. If entering skills of the target course are substantially the same as the exit standards for the prerequisite/corequisite/advisory course, then the choice of prerequisite, corequisite, or advisory on recommended preparation is valid.

   2. If the prerequisite/corequisite/advisory exit criteria are greater or more diverse than the entering expectations of the target course, the discipline-related faculty should carefully consider whether requiring the course as a prerequisite is justified.

   3. If the prerequisite/corequisite/advisory course's outcomes exit standards do not clearly match the entering skills listed by the discipline related faculty of the target course, a discussion between the faculty from the different divisions or departments may be helpful.

      It may be that differing perceptions about the curriculum can be resolved, or that gaps which have been identified in the students' preparation can be corrected by modifying the curriculum of either the prerequisite course or the target course.

b. Upon completion of the content review by the discipline-related faculty, additional levels of scrutiny are pursued as necessary (such as the requirements of one baccalaureate institution and/or statistical validation) in conjunction with the Articulation Officer or the Research & Planning Unit. When all materials have been completed and in coordination with the Division Chair, the revised course outline of record containing the prerequisite skills section is submitted to the Curriculum and Instruction Committee.

PREREQUISITE/COREQUISITE
RESEARCH REQUEST FORM

This form should be completed by the faculty member(s) proposing to establish:

1.) A Math, English, or ESL course as a prerequisite/corequisite for a course in another academic discipline (e.g., Math 141 for Chemistry 100, Eligibility for English 101 [Freshman Composition] for Speech 101); or

2.) An assessment as a prerequisite for a course; or

3.) Any other non-course prerequisite, such as recency or GPA, for a target course.

Print or type responses to the items below, obtain the required approvals, and submit the completed form to the Research & Planning Unit. Requests for Math, English, ESL, and other established course prerequisites/corequisites should be at least one month ahead of the next C & I committee meeting for ongoing target courses. Other types of prerequisites/corequisites may require prospective research and will require at least a semester long period to collect and evaluate data. For new courses, research designs must be developed before the first offering of the course and must be completed within two years to maintain the prerequisites/corequisite.

Name of faculty sponsor:

Department: Division:

Target Course:

Proposed Prerequisite:

Is this a new course?   First term to be offered:

Is this an ongoing course?

Attach copy of target course Outline of Record and Content Review Matrix

      Faculty Signature

      Division Chair Signature

      Research & Planning Signature

PREREQUISITE/COREQUISITE RESEARCH STEPS

Purpose of Research

To establish that students are highly unlikely to succeed in a course unless they have met the proposed prerequisite or corequisite.

Research Steps

Here are the steps you must follow in obtaining assistance in your prerequisite/corequisite research efforts:

1. Coordinate with the related GCC department(s) and the Division Chair(s).

2. Complete the content review analysis required for the establishment of all prerequisites.

3. Consult with the Research & Planning Unit (RPU) to resolve design and methodological questions as early as possible. On the basis of those discussions, at least one of the following criteria will be used as the measure of outcome success:
   - Final Grade
   - Instructor evaluation of students' preparedness
   - Students' evaluation of their preparedness
   - Grade in subsequent course

4. Submit the Prerequisite/corequisite Research Request Form

5. Discuss the content review analysis results and your assumption about student preparation with a staff member of the Research & Planning Unit.

6. Submit the report with other materials to the Curriculum and Instruction Committee for review and approval.

Responsibilities of the Research & Planning Unit

In consultation with the sponsoring faculty and division Chairperson(s) and discipline-related faculty, the Research & Planning Unit will:

- Prioritize requests for research;
- Provide forms for measures that require them;
- Obtain relevant data from Student Records system; and
- Assist the faculty in conducting any surveys involved.

HEALTH AND SAFTY PREREQUISITE/COREQUISITES

If a student must possess certain skills or knowledge before entering a course (or must acquire them while enrolled in the course) in order not to endanger his or her own health and safety or that of others, a health and safety demonstration prerequisite or corequisite for that course may be established.

As discussed in The Academic Senate for California Community Colleges publication The Course Outline of Record: A Curriculum Reference Guide:

In some cases it may be that the needed skills are taught in another closely related   course. For example, the nursing program may have a course, or a separate instructional unit in a course, such as "Safe Practices in Clinical Situations". By demonstrating that the health and safety prerequisite skills for the target course are taught in this particular course, sufficient documentation is provided. If the skills are a single unit within a more general course, however, it is essential that successful mastery of those health and safety skills be a requirement for passing the class. In the case of a program such as nursing, the separate safety course could be used as a program prerequisite which students would have to meet before enrolling in the program.

> Alternately, it may be possible to distill the necessary health and safety skills down to a single document such as Procedures for a Safe Chemistry Lab or Avoiding Hazards in the Machine Shop. If so, the document could be made available to students in advance of the class and an assessment made of students comprehension of the information. To satisfy the need for multiple measures, testing of comprehension of both written and oral information is possible. Written assessment could be in the form of an objective test. It would be necessary to validate appropriate cut-off scores and to assure that no group of students is disproportionately impacted. Oral assessment is achieved by showing the students a video giving instructions for avoiding typical hazards. The students are then asked to respond aloud to a series of questions asked orally (with very structured prompts and assessment of sufficient student responses). Content review for such a prerequisite or corequisite identifies those health or safety related skills or knowledge, rather than the skills or knowledge necessary for a student to obtain a C or better grade in the course.

> This provision for establishing a link between safety and prerequisites and corequisites should not be used as a means for barring a student from courses because the student's primary language is not English, or because of fears or stereotypes concerning problems that may result from a student's disability. If language is an issue and faculty wish to establish a communication prerequisite, colleges must meet the levels of scrutiny described in Title 5, §55003 (a) and (g) and outlined in the chart detailing the levels of scrutiny required for different types of prerequisites and corequisites included in this handbook. Faculty members proposing such prerequisites should also review the provisions of the Americans with Disabilities Act of 1990 and the Federal Vocational Education provisions that relate to students with limited English skills.

LIMITATION ON ENROLLMENT JUSTIFICATION

Enrollment in sections/courses or blocks of sections/courses may be limited to a cohort of students enrolled in one or more other courses; in the case of intercollegiate competition, honor courses, or public performance courses, to those students judged most qualified; or to a set of students based on health and safety considerations or other grounds listed in Title 5, §58106. In these cases, there must be equivalent sections/courses available to meet degree or certificate requirements.

Disproportionate impact in performance-based course

If the limitation is based on performance, it must be determined during program review whether the limitation disproportionately keeps under represented students from enrolling in the section/course or block of sections/ courses. In this case, a plan must be adopted to study and if appropriate remedy this disproportionate impact, in consultation with the Research & Planning Unit.

ASSESSMENT AND PLACEMENT PROCESS DESCRIPTION AND APPLICATION DEFINITION

The assessment and placement process uses multiple measures which are designed to facilitate placement within a sequence of classes at a level appropriate to the skills, interests, goals, motivation, and situation of the student.

Multiple measures assessment is broad in scope. No list of factors that may be included is exhaustive; however, some general categories and examples can be outlined. Student factors may include cognitive skills which may be inferred from test scores, GPA, and transcripts; emotional well-being, motivational level, and educational goals which may be elicited in an interview or self-reported; social factors, such as life experience, family responsibilities, and social support for educational effort; economic factors, such as job demands and financial resources; and physical factors. Factors associated with the instructor, the institution, and the community can often interact with student factors to further indicate the potential for success in a given course. Combinations of these factors, or multiple measures, are used to place students in mandatory prerequisite or corequisite courses, and to advise students about other courses in which they are likely to succeed. For example, research has shown that students with low test scores combined with poor records in high school or previous college work are highly unlikely to succeed in certain advanced math courses. The assessment process would direct such students to take mandatory prerequisite courses first to improve their chances of success when they do take the advanced courses.

Catalog Description Language: The Catalog description of a course which has a prerequisite of another course or a particular skill level demonstrated through the assessment and placement process should include standard wording such as the following : "Prerequisite: None." Or "Prerequisite: Placement is based on a composite of test scores and academic background. Or "Prerequisite: Eligibility for English 101."

GLENDALE COMMUNITY COLLEGE
COURSES TO DEVELOP ENGLISH-LANGUAGE SKILLS

(Comparisons across Department Lines are Approximate; Separate Placement Tests Must Be Taken for Courses in Each Department)

English Language Skill Range based on assessment test results raw score	English Placement through English Placement Exam		Credit ESL Placement Through Credit ESL Placement Exam		
	Grammar & Writing (student is enrolled in or eligible for)	**Reading** (student is enrolled in or eligible for)	**Grammar & Writing** (student is enrolled in or eligible for)	**Reading** (student is enrolled in or eligible for)	**Listening & Speaking** (student is enrolled in or eligible for)
7	English 104				
6	English 101				Speech 101
5	English 120	English 192	ESL 151 (formerly 165)		ESL 155 (formerly 168)
4	English 191	English 190	ESL 141 (formerly 166)		ESL 145 (formerly 144)
3	English 189	English 188	ESL 131, 132, 133 (formerly 164)		ESL 135 (formerly 167)
2			ESL 121, 122, 123 (formerly 163)	ESL 126	ESL 125 (formerly 162)
1			ESL 111 (formerly 171	ESL 116 (formerly 173)	ESL 115 (formerly 172)

SAMPLE SKILL DESCRIPTORS TO BE GIVEN TO FACULTY IN DETERMINING RECOMMENDED SKILLS RANGE FOR EACH ENTRY-LEVEL COURSE

Based on the chart below, if you feel it is justified, consider adding an appropriate advisory on recommended preparation, corequisite, or prerequisite.

Course Level	Students At This Skills Range Are Able To:	Link to Relevant Course Outline
English 104/ English 102	**Reading:** Critically read college level material **Writing:** Examine complex topics in an organized and grammatically correct essay, using primary and secondary sources to support a point of view; complete without assistance an appropriately documented library research paper. **Listening/Speaking:** Take good lecture notes; follow complex oral directions; make well-organized and clear individual or group oral presentations.	
English 101	**Reading:** Read at the 12th grade level or above. **Writing:** Write an organized and grammatically correct essay which focuses on a central idea and employs specific details; complete a library research paper with limited assistance. **Listening/Speaking:** Take good lecture notes; follow complex oral directions; make individual or group oral presentations.	
English 120/ English 192/ ESL 151	**Reading:** Read at the 10th – 12th grade level. **Writing:** Write somewhat loosely organized short essays; language may reflect weaknesses in grammar, spelling, vocabulary, and punctuation, but content is usually clear. **Listening/Speaking:** Take lecture notes; follow extended and fairly complex oral directions; participate in class or group discussions.	
English 191/ English 190/ ESL 141	**Reading:** Read at the 6th – 9th grade level. **Writing:** Write paragraphs that usually can be understood, though grammatical, spelling, or vocabulary error may sometime interfere with comprehension. **Listening/Speaking:** Take sketchy lecture notes; follow directions involving several steps; participate in small group discussions.	

English 189/English 188/ESL 131/ESL 132/ESL 133/ESL 135	**Reading:** Read at the 3rd – 5th grade level. **Writing:** Complete simple, short answer exams. **Listening/Speaking:** Follow simple directions and participate in small group discussion.	
ESL 121/ESL 122/ESL 123/ESL 126/ESL 125	**Reading:** Read at about the 3rd grade level. **Writing:** Complete very simple true-false or multiple-choice exams. **Listening/Speaking:** Follow simple directions; discuss present, past, and future events in their lives.	
ESL 111/ESL 116/ESL 115	**Reading:** Read below the 3rd grade level **Writing:** Complete applications or forms requiring personal information. **Listening/Speaking:** Discuss personal information: name, address, country or origin, time in U.S., etc.	

Based on the chart below, if you feel it is justified, consider adding an appropriate advisory on recommended preparation, corequisite, or prerequisite.

SKILLS EXPECTATIONS IN MATHEMATICS

Course Level	Students At This Skills Range Are Able To:	Link to Relevant Course Outline
Math 104	Differentiate logarithmic and exponential functions. Integrate functions using various techniques, including substitution, parts, partial fractions, and trigonometric substitution.	
Math 103	Differentiate polynomial, rational, and trigonometric functions. Integrate functions using substitution. Take limits of functions.	
Math 110/ Math 102	Solve trigonometric equations and identities. Graph polar equations.	
Math 100	Graph polynomial, rational, trigonometric, logarithmic, and exponential functions. Find roots of polynomial functions.	
Math 101/ Math 120/ 220	Solve quadratic equations and inequalities. Work with logarithms and exponential functions. Graph conic sections centered away from origin.	
Math 141/ Math 146/ 246	Factor polynomials. Algebraically work with square roots. Algebraically work with integer exponents.	
Math 145/ Math 245	Solve absolute value equations and inequalities. Solve linear equations and inequalities. Graph lines. Solve systems of equations.	
Math 155	Add, subtract, multiply, and divide using whole numbers, fractions, decimals, and signed numbers. Convert between fractions, decimals, and precents. Use the order of operations. Solve some simple equations.	
Use this as needed to list as a basic entry expectation.	Perform basic arithmetic operations of addition subtraction, multiplication, and division of whole numbers	

REMOVING A PREREQUISITE, COREQUISITE, OR ADVISORY ON RECOMMENDED PREPARATION

The decision to remove a prerequisite, corequisite, or advisory on recommended preparation is a significant choice which the college identifies as a substantive curriculum change. The utmost attention should be paid to how this decision may impact student performance. To remove a prerequisite, corequisite, or advisory on recommended preparation, the division must first vote to remove the prerequisite, corequisite, or advisory on recommended preparation from the course. To do this, the division membership must review:

- updated course outlines of record for both the prerequisite course and the course for which the prerequisite shall be removed;
- the faculty content review form (aka the content review matrix) for the course.

Additional information which division members may find helpful in determining the removal of a prerequisite may be:

- a documented change in a course's articulation agreement;
- examples of course sequencing (including the requisite skills and advisories on recommended preparations) from other California community colleges;
- changes in statute regulations, licensing, accreditation standards, or advisory committee recommendations; and
- other findings from the review of a course outline of record's prerequisite review as stated in Title 5 §55003 (b) (4). Advisories on recommended preparations are subject to periodic review.

The removal of a prerequisite, corequisite, or advisory on recommended preparation represents a substantive change to a course outline and shall require two readings at the Curriculum and Instruction Committee. To agendize this proposed change all paperwork listed above must be submitted to the C & I Committee co-chairs.

It is strongly recommended that a prerequisite review using statistical analysis be undertaken after two years for all instances in which a prerequisite or corequisite has been deleted from a course.

SECTION VII
NEW PROGRAMS AND PROGRAM MODIFICATIONS

———— ❧❧❧ ————

Glendale Community College offers many types of programs.

SKILL AWARDS

Skill awards are internal awards given by divisions or departments to students upon completion of a series of courses included in the skill award. These awards are not advertised in the college catalog. They are not included on student transcripts. Skill awards may not be advertised as certificates per the California Community College Chancellor's Office Policy. Skill awards often fit into broader programs of stackable curriculum. The idea of stackable curriculum model is to form an ascending career pathway for students to acquire multiple certificates and to offer advancement at various levels on a career ladder. Further, in many career and technical education areas, stackable credentialing is a process for students to acquire skill awards, certificates and degrees along a trajectory that can lead to a baccalaureate degree and beyond that has exit and entry points designed in a way to allow students to pick up wherever they left off en route to the next level of achievement or return from a career to build skills if a student chooses to do so.

A new skill award requires approval by the Curriculum & Instruction, Academic Affairs, and College Executive Committees and by the Glendale Community College Board of Trustees.

LOW UNIT CERTIFICATES OF ACHIEVEMENT

Low unit certificates of achievement are certificates of more than 12, but less than 18 units of degree-applicable coursework. These programs are advertised in our catalog as "Certificate Programs-Non-Degree" and are transcripted as such. Students who declare an education goal of a certificate of less than 16 units are not eligible for financial aid. A new low unit certificate requires approval by the Curriculum & Instruction, Academic Affairs, and College Executive Committees and by the Glendale Community College Board of Trustees.

CERTIFICATES OF ACHIEVEMENT

Certificates of achievement are programs of 18 or more units of degree-applicable coursework. There are three categories of certificates which are awarded by the college. Title 5 section 5570 indicates that the award of a Certificate of Achievement should represent more than an accumulation of units. It should symbolize a successful completion of patterns of learning experiences designed to develop certain capabilities oriented to a career or general education. The college offers several types of certificates:

1) **Certificates in CSU-GE –Breadth and IGETC**

2) **CTE Certificates**
   CTE certificates should have a vocational TOP code. In addition to the new program form required by the college, labor market information and analysis, advisory committee recommendations showing the committee's endorsement of the program, and regional consortia approval minutes must be included in order for a program to be submitted to the California Community Chancellor's Office for review.

3) **Local Certificates which are designed to meet a community need**
   In addition to the new program form required by the college, certificates designed to meet a local or community need require related documentation such as letters of support, survey results, or other evidence that shows the program fulfills a need of the community. A new Certificate of Achievement requires approval by the Curriculum & Instruction, Academic Affairs, and College Executive Committees and by the Glendale Community College Board of Trustees.

4) **Certificates of Competency**

Certificates of competency are sequences of noncredit courses that culminate in a Certificate of Competency in a recognized career field articulated with degree applicable coursework, completion of an associate degree, or transfer to a baccalaureate institution.

A new Certificate of Competency requires approval by the Curriculum & Instruction, Academic Affairs, and College Executive Committees and by the Glendale Community College Board of Trustees.

5) **Certificates of Completion**

Certificates of completion are sequences of noncredit courses that culminate in a Certificate of Completion or a certificate leading to improved employability or job opportunities.

A new Certificate of Completion requires approval by the Curriculum & Instruction, Academic Affairs, and College Executive Committees and by the Glendale Community College Board of Trustees.

ASSOCIATE DEGREES FOR TRANSFER (ADT) DEGREES

Associate Degrees for Transfer fulfill the lower division component of a baccalaureate major at a California State University. These degrees allow students to fulfill lower division major requirements at a community college and guarantee transfer with junior status at a CSU.

A new ADT requires approval by the Curriculum & Instruction, Academic Affairs, and College Executive Committees and by the Glendale Community College Board of Trustees.

CTE ASSOCIATE IN SCIENCE DEGREES

Associate degrees are classified as CTE when they are in a TOP code designated as vocational in the TOP code manual. . In addition to the new program form required by the college, labor market information and analysis, advisory committee recommendations showing the committee's endorsement of the program, and regional consortia approval minutes must be included in order for a program to be submitted to the California Community Chancellor's Office for review.

A new AS Degree requires approval by the Curriculum & Instruction, Academic Affairs, and College Executive Committees and by the Glendale Community College Board of Trustees.

LOCAL ASSOCIATE IN SCIENCE DEGREES

All associate degrees with the exception of ADTs and CTE degrees are considered "local" for the purposes of submission to the Chancellors' Office. However, this designation may include degrees intended to prepare students for transfer to a particular baccalaureate program or major. Associate of Science (A.S.) is strongly recommended for any Science, Technology, Engineering or Mathematics discipline. A local AS degree must be offered in a non-vocational TOP Code. For situations in which our local transfer partners may have both B.A. and B.S. degrees in a field such as Biology in which we intend to propose a new degree or maintain (a) existing degree(s), we should regularly audit our existing program(s) and carefully consider for new programs if the program of study is better aligned with a B.A or B.S. option.

A new AS Degree requires approval by the Curriculum & Instruction, Academic Affairs, and College Executive Committees and by the Glendale Community College Board of Trustees.

LOCAL ASSOCIATE IN ARTS DEGREES

Associate of Arts (A.A.) is strongly recommended for all other disciplines not listed above in Local Associate in Science Degrees. A local AA degree must be offered in a non-vocational TOP code. For situations in which our local transfer partners may have both B.A. and B.S. degrees in a field such as Biology in which we intend to propose a new degree or maintain (a) existing degree(s), we should regularly audit our existing program(s) and carefully consider for new programs if the program of study is better aligned with a B.A or B.S. option.

A new AA Degree requires approval by the Curriculum & Instruction, Academic Affairs, and College Executive Committees and by the Glendale Community College Board of Trustees.

MAJOR OR AREA OF EMPHASIS

An area of emphasis is considered to be a broader group of courses than a degree or certificate and may be defined as 18 or more units in related fields intended to prepare the student for a particular major or related majors at a baccalaureate institution or to prepare students for a particular field defined by the community college.

A new Area of Emphasis Degree requires approval by the Curriculum & Instruction, Academic Affairs, and College Executive Committees and by the Glendale Community College Board of Trustees.

Writing a Catalog Statement for Degrees and Certificates

1) A catalog statement for a degree or certificate should be no more than three sentences maximum.

2) All programs with a program code of "CTE" must describe common occupations achievable upon completion of the certificate or AS.

3) All programs with a program code of "Transfer" or "CTE/Transfer" must describe the types of baccalaureate degrees into which a student may matriculate upon completion of the program (and it's welcome and encouraged for programs with merely a goal of transfer to do the same)

4) All descriptions should end with the program's units

Example Program Description for a CTE Certificate of Achievement in Basket Weaving

This program is designed to train students to meet the need for qualified basket weavers having a blend of weaving and design skills including reed gathering, basket design, basket construction, and basket business ownership. Students must complete all required core courses and choose other relevant courses listed in the catalog to total 18 units

Example Program Description for a CTE Associate in Science degree in Basket Weaving (no "transfer" subcategory)
This program is designed to train students to meet the need for qualified basket weavers having a blend of weaving and design skills including reed gathering, basket design, basket construction, and basket business ownership. Students must complete all required core courses and choose other relevant courses listed in the catalog to total 18 units

Example Program Description for a Local Associate in Arts degree in Magic with a subcategory of "transfer"
This program prepares students to demonstrate skills and apply theories in magic, witchcraft, and sorcery. Students are prepared to transfer to baccalaureate degree programs in magic and related fields including witchcraft and sorcery. Students must complete all required core courses and choose other courses from the additional course listed to total 18-20 units.

Writing Program Goals for Degrees and Certificates

To submit a program to the Chancellor's Office a program must clear describe its goals. The PCAH and the state's program submission process gives fairly prescriptive advice as to what program goals should entail. They should "**describe the nature of the program, its objectives, the rationale for it, the skills or knowledge that students will acquire, and the relationship of the proposed program to the general field of study**" as well as how the program's goals differ from the goals and objectives of other programs. Basically, think of this section as an overall introduction to the program for your reader, the college and for external stakeholders at the Chancellor's Office.

The program must be directed at the appropriate level for community colleges—that is, it must not be directed at a level beyond the associate degree or the first two years of college. Similarly, a program must address a valid transfer, occupational, basic skills, civic education, or lifelong learning purpose. If an associate degree program goal is selected is "Career Technical CTE" or "Career Technical Education (CTE) and Transfer" then the statement must include the main competencies students will have achieved that are required for a specific occupation.

For any CTE program, whenever a program is to be offered in close cooperation with one or more specific employers, a discussion of the relationship must be provided. For example, an employer's facilities may be used to provide the training, or the program may be structured to meet training needs of a specific employer. The proposal must include an explanation of how the open enrollment requirements for community colleges courses will be observed (Title 5 51006 and 58100-58108).

If the degree program goal selected is "Transfer" then the statement must, at a minimum, include the preparation of students for one or more baccalaureate majors. The goals should describe how the courses will meet the lower division requirement of a major at baccalaureate institutions. Here are some examples:

 Example Program Goals for an Associate in Arts degree in English categorized as local with a subcode of "transfer"

The overall goal of this program is to prepare students to be avid readers and writers in the field of literature. Upon completing the AA Degree in English Option 1: British Literature, the student is prepared to transfer to an institution in one or more baccalaureate majors including English, Creative Writing, and Comparative Literature. Courses required for the degree are specifically designed as transferable courses so students are prepared for an area of study at a baccalaureate institution. The required courses in this degree align with the lower division major preparation required of most CSUs and UCs. Upon the completion of this program, students are prepared to transfer to CSU, UC, and USC. This program differs from our colleges ADT in English as it gives options that best prepare students to transfer to UCLA.

Example Program Goals for a CTE Certificate of Achievement in Basket Weaving

Upon completing the Certificate of Achievement in Basket Weaving, students achieve competencies in weaving, basket entrepreneurship and small business development, and international basket marketing. Students are prepared to work as weaving technicians, basket weaving enrichment teachers, and have the ability to run their own small basket weaving business. This program differs from other CTE programs at the college as we do not have any other programs in applied arts that culminate in skills which comprehensively prepare students for jobs. Further, the program's focus in basket weaving is distinct from courses in print making, ceramics and other applied arts.

MASTER PLANNING

This section of a new program proposal addresses the role the proposed program will fulfill in the college's mission and curriculum offerings, the placement of the proposed program in the district master plan, and how the program is appropriate to the objectives and conditions of higher education and community college education in California by confirming to statewide master planning (Title 5 sections 55130(b)(6) and 55130(b)(7). This discussion may included some history of the program proposal's origins, a description of the program 's purpose and/or the program's relevancy for the region and college including related community support. For any CTE program,

whenever a program is to be offered in close cooperation with one or more specific employers, a discussion of the relationship must be provided. For example, an employer's facilities may be used to provide the training, or the program may be structured to meet training needs of a specific employer. The proposal must include an explanation of how the open enrollment requirements for community colleges courses will be observed (Title 5 51006 and 58100-58108).

ENROLLMENT AND COMPLETER PROJECTIONS

For CTE programs then enrollment and completer projections must be compared to the net annual labor demand projection entered into the CCC Curriculum Inventory field and stated in the Labor Market Information and Analysis provided as supporting documentation. The data must demonstrate adequate demand for the completed projections.

For any CTE program, whenever a program is to be offered in close cooperation with one or more specific employers, a discussion of the relationship must be provided. For example, an employer's facilities may be used to provide the training, or the program may be structured to meet training needs of a specific employer. The proposal must include an explanation of how the open enrollment requirements for community colleges courses will be observed (Title 5 51006 and 58100-58108).

APPENDIX A
FTE CHARTS
DISCIPLINE AND LOAD RANGES TABLES

For the most current chart on FTE and Discipline and Load Ranges, use the college's
Collective Bargaining Agreement
https://www.glendale.edu/home/showdocument?id=1186
(Article VI. Hours, Section 4. Teaching Loads)

APPENDIX B
FTE CHARTS – HOUR TO LOAD CONVERSION TABLES

14 HOUR LOAD

Weekly Course Hours	Dictionary FTE	Percent of Full-Time Load
1	0.071	07%
2	0.143	14%
3	0.214	21%
4	0.286	29%
5	0.357	36%
6	0.429	43%
7	0.500	50%
8	0.571	57%
9	0.643	64%
10	0.714	71%
11	0.786	79%
12	0.857	86%
13	0.929	93%
14	1.000	100%

15 HOUR LOAD

Weekly Course Hours	Dictionary FTE	Percent of Full-Time Load
1	0.067	07%
2	0.133	13%
3	0.200	20%
4	0.267	27%
5	0.333	33%
6	0.400	40%
7	0.467	47%
8	0.533	53%
9	0.600	60%
10	0.667	67%
11	0.733	73%
12	0.800	80%
13	0.867	87%
14	0.933	93%
15	1.000	100%

15 HOUR LOAD WITH LHE (LAB HOUR EQUIVALENT)

Weekly Course Hours	Dictionary FTE	Percent of Full-Time Load
1	0.044	04%
2	0.089	09%
3	0.133	13%
4	0.179	18%
5	0.222	22%
6	0.267	27%
7	0.311	31%
8	0.356	36%
9	0.400	40%
10	0.444	44%
11	0.489	49%
12	0.533	53%
13	0.578	59%
14	0.622	62%
15	0.667	66%
16	0.711	71%
17	0.756	76%
18	0.800	80%
19	0.844	84%
20	0.889	88%
21	0.933	93%
22	0.978	99%
23	1.022	102%

Please note that this chart indicates lab hours only. For courses that are combined lab and lecture, please refer to the 15-hour straight lecture chart for the lecture FTE, then add the appropriate number of lab hours from this chart for the lab portion of the course. For example:

1 HOUR LECTURE – 15 HOUR LOAD WITH LHE (LAB HOUR EQUIVALENT)
Classes with one (1) hour lecture and one (1) to ten (10) hour/s of lab per week.

Weekly Course Hours		Lecture FTE	Lab FTE	Dictionary FTE	Percent of Full-Time Load
Lecture	Lab				
1	1	0.067	0.044	0.111	11%
1	2	0.067	0.089	0.156	16%
1	3	0.067	0.133	0.200	20%
1	4	0.067	0.178	0.245	25%
1	5	0.067	0.222	0.289	29%

1 HOUR LECTURE (CONT.) – 15 HOUR LOAD WITH LHE (LAB HOUR EQUIVALENT)

Classes with one (1) hour lecture.

1	6	0.067	0.267	0.334	33%
1	7	0.067	0.311	0.378	38%
1	8	0.067	0.356	0.423	42%
1	9	0.067	0.400	0.467	47%
1	10	0.067	0.444	0.511	51%

2 HOURS LECTURE – 15 HOUR LOAD WITH LHE (LAB HOUR EQUIVALENT)

Classes with two (2) hours Lecture and one (1) to ten (10) hour/s of lab per week.

Weekly Course Hours		Lecture	Lab	Dictionary	Percent of
Lecture	Lab	FTE	FTE	FTE	Full-Time Load
2	1	0.133	0.044	0.177	18%
2	2	0.133	0.089	0.222	22%
2	3	0.133	0.133	0.266	27%
2	4	0.133	0.178	0.311	31%
2	5	0.133	0.222	0.355	36%
2	6	0.133	0.267	0.400	40%
2	7	0.133	0.311	0.444	44%
2	8	0.133	0.356	0.489	49%
2	9	0.133	0.400	0.533	53%
2	10	0.133	0.444	0.577	58%

3 HOURS LECTURE – 15 HOUR LOAD WITH LHE (LAB HOUR EQUIVALENT)

Classes with three (3) hours lecture and one (1) to ten (10) hour/s of lab per week.

Weekly Course Hours		Lecture	Lab	Dictionary	Percent of
Lecture	Lab	FTE	FTE	FTE	Full-Time Load
3	1	0.200	0.044	0.244	24%
3	2	0.200	0.089	0.288	29%
3	3	0.200	0.133	0.333	33%
3	4	0.200	0.178	0.378	39%
3	5	0.200	0.222	0.422	42%
3	6	0.200	0.267	0.467	47%
3	7	0.200	0.311	0.511	51%
3	8	0.200	0.356	0.556	56%
3	9	0.200	0.400	0.600	60%
3	10	0.200	0.444	0.644	64%

18 HOUR LOAD

Weekly Course Hours	Dictionary FTE	Percent of Full-Time Load
1	0.056	05%
2	0.111	11%
3	0.167	17%
4	0.222	22%
5	0.278	28%
6	0.333	33%
7	0.389	39%
8	0.444	44%
9	0.500	50%
10	0.556	56%
11	0.611	61%
12	0.667	67%
13	0.722	72%
14	0.778	78%
15	0.833	83%
16	0.889	89%
17	0.944	94%
18	1.000	100%

19 HOUR LOAD

Weekly Course Hours	Dictionary FTE	Percent of Full-Time Load
1	0.053	05%
2	0.105	11%
3	0.158	16%
4	0.211	21%
5	0.263	26%
6	0.316	32%
7	0.368	37%
8	0.421	42%
9	0.474	47%
10	0.526	53%
11	0.579	58%
12	0.632	63%
13	0.684	68%
14	0.737	74%
15	0.789	79%
16	0.842	84%
17	0.895	89%
18	0.947	95%
19	1.000	100%

20 HOUR LOAD

Weekly Course Hours	Dictionary FTE	Percent of Full-Time Load
1	0.50	05%
2	0.100	10%
3	0.150	15%
4	0.200	20%
5	0.250	25%
6	0.300	30%
7	0.350	35%
8	0.400	40%
9	0.450	45%
10	0.500	50%
11	0.550	55%
12	0.600	60%
13	0.650	65%
14	0.700	70%
15	0.750	75%
16	0.800	80%
17	0.850	85%
18	0.900	90%
19	0.950	95%
20	1.000	100%

21 HOUR LOAD

Weekly Course Hours	Dictionary FTE	Percent of Full-Time Load
1	0.048	05%
2	0.095	10%
3	0.143	14%
4	0.190	19%
5	0.238	24%
6	0.286	29%
7	0.333	33%
8	0.381	38%
9	0.429	43%
10	0.476	48%
11	0.524	52%
12	0.571	57%
13	0.619	62%
14	0.667	67%
15	0.714	71%
16	0.762	76%
17	0.809	81%
18	0.857	86%
19	0.905	90%
20	0.952	95%
21	1.000	100%

24 HOUR LOAD

Weekly Course Hours	Dictionary FTE	Percent of Full-Time Load
1	0.042	04%
2	0.083	08%
3	0.125	13%
4	0.167	17%
5	0.208	21%
6	0.250	25%
7	0.292	29%
8	0.333	33%
9	0.375	38%
10	0.417	42%
11	0.458	46%
12	0.500	50%
13	0.542	54%
14	0.583	58%
15	0.625	63%
16	0.667	67%
17	0.708	71%
18	0.750	75%
19	0.792	79%
20	0.833	83%
21	0.875	88%
22	0.917	92%
23	0.958	96%
24	1.000	100%

25 HOUR LOAD

Weekly Course Hours	Dictionary FTE	Percent of Full-Time Load
1	0.040	04%
2	0.080	08%
3	0.120	12%
4	0.160	16%
5	0.200	20%
6	0.240	24%
7	0.280	28%
8	0.320	32%
9	0.360	36%
10	0.400	40%
11	0.440	44%
12	0.480	48%
13	0.520	52%
14	0.560	56%
15	0.600	60%
16	0.640	64%
17	0.680	68%
18	0.720	72%
19	0.760	76%
20	0.800	80%
21	0.840	84%
22	0.880	88%
23	0.920	92%
24	0.960	96%
25	1.000	100%

APPENDIX C
TOPs CHARTS

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

TOP Codes are reported in the Chancellor's Office Management Information System (MIS). A TOP code reported with every course. For a more thorough introduction to TOP codes and a complete list of TOP codes by discipline visit the following web link: **http://extranet.cccco.edu/portals/1/aa/credit/2013files/topmanual6_2009_09corrected_12.5.13.pdf**

APPENDIX D
DISCIPLINES & MINIMUM QUALIFICATIONS

1. California Community College List of Disciplines
   http://asccc.org/sites/default/files/Minimum_Qualifications_Handbook_for_2012-2014_(MB2)_020212.pdf

2. Courses Listed by GCC Approved Discipline with the Minimum Qualifications
   https://www.glendale.edu/home/showdocument?id=5361

APPENDIX E
DISCIPLINE APPROVAL PROCESS

Routine proposed placement of new or existing course into an already existing discipline	A new course or an existing course proposed for placement in an ASCCC discipline not yet approved by Glendale Community College Academic Senate	The development of language to guide placement of courses into disciplines definitional or procedural matters
C & I Committee (2 readings/votes)	Glendale Community College Senate (votes on proposed discipline and minimum qualifications) GCC Senate 1st VP informs Curriculum Coordinator and Human Resources of newly adopted discipline. Division Chair makes request to Guild that workload for discipline be negotiated.	Per the Mutual Gains Agreement, the Senate recommends placement of the new discipline within a specific division. When questions or concerns may arise, per the Mutual Gains Agreement, a Taskforce," a small joint committee composed of representatives from both the Academic Senate and Academic Affairs Committee which will generate a set of recommendations for approval." All decisions must be reported to the impacted committees including C & I and Academic Affairs and the Academic Senate.
Academic Affairs (votes as part of consent agenda)	C & I Committee votes on course placement (2 readings/votes)	
College Executive Committee	Academic Affairs votes on course placement (votes as part of consent agenda)	
	College Executive Committee	
Board of Trustees (votes as part of consent agenda)	Board of Trustees (votes as part of consent agenda)	

APPENDIX F
GRADUATION REQUIREMENTS APPROVAL PROCESS

Deletion of course from catalog triggering a removal of course from list of graduation requirements	Routine proposed placement of new or existing course as local graduation requirement or university requirement or proposed movement of an existing course to a different requirement area*	Proposed changes to graduation requirements (e.g. collapsing two existing local requirements, adding a new local requirement, etc.)*	The development of language to guide placement of courses into local graduation requirement or university requirement or other definitional or procedural matters
C & I Committee (1 reading)	C & I Committee (2 readings)	C & I Committee (2 readings)	Graduation Requirements Committee to be convened. Results should be reported to the C & I and Academic Affairs Committees.
As needed the Graduation Requirements Committee should be convened to provide guidance on the issue. A timeline for response by the Graduation Requirements Committee as well as a clear statement of the issue/need should be provided by the C & I Committee. From there, the agenda item should be returned to C & I.	Academic Affairs (votes as part of consent agenda) College Executive Committee Board of Trustees (votes as part of consent agenda)		
	In case of a disagreement between the C & I and Academic Affairs Committee, as needed, the Graduation Requirements Committee should be convened to provide guidance on the issue. A timeline for response by the Graduation Requirements Committee as well as a clear statement of the issue/need should be provided by the Academic Affairs Committee.	Academic Affairs (votes as part of consent agenda) College Executive Committee Board of Trustees (votes as part of consent agenda)	
		In case of a disagreement between the C & I and Academic Affairs Committee, as needed, the Graduation Requirements Committee should be convened to provide guidance on the issue. A timeline for response by the Graduation Requirements Committee as well as a clear statement of the issue/need should be provided by the Academic Affairs Committee.	