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Updates

Readers are encouraged to submit comments and corrections to the Curriculum Office (C308E or curriculum@ccsf.edu).
Chapter 1. Introduction

1.1 Charter

The Curriculum Committee is a quadripartite (shared governance) committee of faculty, administrators, students, and classified members of the City College community.

The Committee is the reviewing and approving body for curricula for the College as a whole. The Committee is responsible for studying curricular proposals (courses and programs) and recommending action on them to the Chancellor and the Board of Trustees.

Actions

Specifically, the Committee is charged with recommending action on the following:

<table>
<thead>
<tr>
<th>Curriculum Committee Action Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>New courses (including all items listed in the next action)</td>
</tr>
<tr>
<td>Revisions of courses:</td>
</tr>
<tr>
<td>Number/letter</td>
</tr>
<tr>
<td>Title</td>
</tr>
<tr>
<td>Units</td>
</tr>
<tr>
<td>Contact Hours</td>
</tr>
<tr>
<td>Prerequisites, corequisites, and advisories</td>
</tr>
<tr>
<td>Field trips</td>
</tr>
<tr>
<td>Grading</td>
</tr>
<tr>
<td>Repeatability</td>
</tr>
<tr>
<td>Catalog description</td>
</tr>
<tr>
<td>Major Learning Outcomes</td>
</tr>
<tr>
<td>Contents</td>
</tr>
<tr>
<td>Methodology</td>
</tr>
<tr>
<td>Assignments</td>
</tr>
<tr>
<td>Evaluation</td>
</tr>
<tr>
<td>Instructional materials</td>
</tr>
<tr>
<td>Title 5 Classification</td>
</tr>
<tr>
<td>Special sections, including distance education and honors sections</td>
</tr>
<tr>
<td>Deactivation of courses</td>
</tr>
<tr>
<td>Reactivation of courses</td>
</tr>
<tr>
<td>Deletion of courses</td>
</tr>
<tr>
<td>Discipline placement of courses</td>
</tr>
<tr>
<td>Revision of department title/name</td>
</tr>
<tr>
<td>Majors</td>
</tr>
<tr>
<td>Certificates</td>
</tr>
</tbody>
</table>
Mission

The mission of the Committee is to promote academic excellence and rigor by means of careful study and discussion and by the application of state regulations (Title 5) and the policies of the District.

Scope

The Committee is not responsible for the generating or implementing the curriculum proposals that it approves; such responsibility rests with the faculty, departments, and the administration. For this reason the Committee is also not responsible for the budgetary consequences (e.g. faculty load) of curricular proposals and does not use such considerations as the basis of its recommendations. Rather, the proper focus of the Committee is the academic merit of each proposal and its contributions to the overall educational goals of City College.

1.2 Authority

In the mid-1990's the Academic Senate of the California Community Colleges and the California Community College Chancellors Office issued revised guidelines for the implementation and approval of curricula at the California Community Colleges. The California Code of Regulations Title 5 and the following publications are the basis for City College's implementation of curriculum.

1. California Community Colleges Curriculum Standards Handbook

2. Components of A Model Course Outline Of Record
   Academic Senate for California Community Colleges November 1995

3. Stylistic Considerations in Writing Course Outlines of Record
   Prepared by the Curriculum Committee of the Academic Senate for California Community Colleges
   97 - 98 Curriculum Committee

4. Good Practices For Course Approval Processes
   Prepared by the Curriculum Committee of the Academic Senate for California Community Colleges
   Spring 1998

5. Curriculum Committee Review of Distance Learning Courses And Sections
   Prepared by the Academic Senate for California Community Colleges
   November 1995

6. Considerations Involved In Determining What Constitutes A Baccalaureate Level Course
   Excerpts from a report prepared by the Academic Senate for California Community Colleges
   April 1987

7. Course and Program Approval Handbook
   Prepared by the Academic Senate for California Community Colleges

These and other relevant publications are available at:

www.academicsenate.cc.ca.us
www.cccco.edu
www.curriculum.cc.ca.us
www.ccsf.edu/offices/curriculum_committee

This curriculum handbook serves as City College of San Francisco's implementation of the above guidelines.
Where there appears to be conflict between the above standards and the guidelines in this document, the Curriculum Committee shall determine the appropriate application of standards and guidelines for the purpose of course or curriculum approval.

1.3 Handbook organization

This handbook is organized to serve as a reference for course developers, department heads, area deans, Curriculum Committee members, and administrators. Copies of the handbook are available in the Rosenberg Library, instructional departments, various administrative offices, and on the Curriculum Committee website at http://www.ccsf.edu/Offices/Curriculum_Committee/.

**Chapter 1. Introduction** provides the basis for City College's implementation of the curriculum approval process.

**Chapter 2. Course Outlines of Record** is a reference for developers of course outlines. Included are subsections on each of the components of a course outline and the approved format of an outline.

**Chapter 3. Course Outline Addenda** provides guidance and requirements on the preparation of the two types of course outline addenda: distance education and honors.

**Chapter 4. Majors** presents guidelines for the development of a major and describes the proper catalog format.

**Chapter 5. Certificates** presents guidelines for the development of credit and noncredit certificate programs, and describes the proper catalog format.

**Chapter 6. Establishment of Prerequisites, Corequisites, and Advisories** provides an introduction to, and explanation of the process of approval of course and program prerequisites.

**Chapter 7. Course Articulation, Graduation Requirements, and Transferability** provides information about course articulation, transferability, and graduation requirements.

**Chapter 8. Standing Rules of the Curriculum Committee** states the rules, procedures, and protocols by which the Curriculum Committee operates.

**Chapter 9. Curriculum Committee Guidelines for Proposals and Meetings** provides Committee members with orientation and guidelines to the review of proposals and the conduct of Committee meetings.

Since different sections of this handbook can be intended as references to distinctly different audiences, parts of sections will be repeated in other sections.

1.4 Course outlines as documentation

Course outlines, like the College Catalog, are documents that have a life cycle. They are developed, approved, revised, and can, sometimes, go away. They can also become old. They can have lives beyond City College. There are many persons, each with different goals, agendas, and expectations, who have an interest in the course outlines that form the curriculum of City College of San Francisco. The course outlines are public documents that represent a definition of our product. Course outlines are the copyrighted property of the College.
It is very important that the processes that create course outlines and the outlines themselves conform not only to the requirements of the regulatory and standardizing agencies but – more importantly – to our own professional goals and ideals.

1.5 Handbook conventions

The following is a list of terms that appear in the handbook and their usage:

<table>
<thead>
<tr>
<th>Term</th>
<th>Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td>Any departments identified in Appendix A of the District/Department Chairperson Council Collective Bargaining Agreement</td>
</tr>
<tr>
<td>College</td>
<td>City College of San Francisco</td>
</tr>
<tr>
<td>Catalog or catalog</td>
<td>College Catalog</td>
</tr>
<tr>
<td>Class or course</td>
<td>Course</td>
</tr>
<tr>
<td>Committee or committee</td>
<td>Curriculum Committee</td>
</tr>
<tr>
<td>Office of Instruction</td>
<td>Office of the Dean of Curriculum</td>
</tr>
<tr>
<td>Title 5 or §55###</td>
<td>State of California Code of Regulations Title 5 Education Division 6 California Community Colleges Chapter 6 Curriculum and Instruction.</td>
</tr>
</tbody>
</table>

In the sections that follow, not all of the examples provided are from City College of San Francisco and many examples have been edited.
Chapter 2. Course Outlines of Record

The preparation of course outlines of record and proposal packages requires considerable effort and attention to detail. The following sections of this handbook provide assistance in all areas of the process. This section is designed as a reference and tutorial.

This chapter is divided into four major sections:

- **Section 2.1, Process**, gives an overview of the paperwork, timeline, and meetings involved in developing a new course or revising an existing course. Knowledge of the process is important to avoid delays and unnecessary work.

- **Section 2.2, Principles of the Course Outline**, discusses the types of courses we have, and basic principles preparers should use to tie the various parts of a course outline together.

- **Section 2.3, Course Outline Details**, discusses the format of our course outlines, and gives specific directions developers should use to ensure an outline conforms to our outline template.

### 2.1 Process

This section details the types of actions that the developers, department chairs, the Curriculum Committee, and Office of Curriculum staff take with course outlines. It includes a discussion of process and paperwork.

The Curriculum Committee web site (http://www.ccsf.edu/cc) has templates for course outlines, cover sheets used in submitting outlines to the Committee, and other important resources.

#### 2.1.1 Types of Course Outline Actions

**Proposal Agenda Items vs. Informational Agenda Items**

Some actions with course outlines are handled by the Committee as Proposal Agenda Items; others are Informational Agenda Items. Table 3: Proposal Agenda Items vs. Informational Agenda Items explains key differences.

<table>
<thead>
<tr>
<th>Proposal Agenda Item</th>
<th>Informational Agenda Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submit 32 copies of the cover sheet and course outline, with department chair and dean signatures</td>
<td>Submit 1 copy of the cover sheet and outline, with department chair and dean signatures</td>
</tr>
<tr>
<td>Department chair must attend meeting to present outline and answer questions</td>
<td>Department chair need not attend the meeting</td>
</tr>
</tbody>
</table>

**Developing a New Course**

The first step in developing a new course is to prepare a course outline of record. Much of the rest of this chapter is dedicated to the details of that document.
Once an outline is prepared, it is packaged together with an appropriate New Course cover sheet. Please be sure to use the correct cover sheet for the type of course being submitted (credit, noncredit, etc.). All new courses are Proposal Agenda Items. All new courses require Curriculum Committee and Board of Trustees approval.

Revising an Existing Course

Revising an existing course follows much the same process as developing a new course: an outline is prepared and submitted, the Curriculum Committee approves the revision, and the outline moves on to Board approval and implementation by the Office of Instruction.

The major concern regarding revising a course is that upon revision, the course must still be the same course. A revised course that is no longer the same course must become a new course (with a new course number).

Some outline revisions are handled as Informational Agenda Items by the Curriculum Committee; others are Proposal Agenda Items. The Course Revision form has basic guidance on whether a particular revision constitutes the Informational or Proposal level. Consult with the Curriculum Committee chair or Dean of Curriculum for further guidance on course revisions.

Course Deletion

Submit one Course Deletion form to the Office of Curriculum for each course being deleted. Course deletion is an Informational Agenda item.

Prerequisites, corequisites, and advisories

Creating and updating course prerequisites, corequisites, and advisories are actions that are considered by the Curriculum Committee separate from the approval of a course outline. See Chapter 6. Establishment of Prerequisites, Corequisites, and Advisories for details.

Distance Education Addenda

Creating a distance education section of a course (e.g., an online class) is a two-step process:

- First, a course outline must be on file for a traditional (face-to-face) version of the course.
- Separately, the department must submit a Distance Education Addendum. See Chapter 3.2 Distance Education Addenda for details.

Creation or revision of a Distance Education Addendum is a Proposal Agenda item. Deletion of a Distance Education Addendum is an Informational Agenda item.

Honors Addenda

Departments can create an Honors section of an existing course by submitting an Honors Addendum. See Chapter 3.3 Honors Sections for details. Creation or revision of an Honors Addendum is a Proposal Agenda Item. Deletion of an Honors Addendum is an Informational Agenda item.
2.1.2 Course Approval Process

Table 4: Course Approval Summary contains an overview of the steps required in developing a course. Revision of a course may involve many of the same steps, depending on the amount of revision. Additional details on specific steps in the process are provided below. Departments are advised to consult with the Curriculum Committee Chair and Dean of Curriculum early and often in the process.

<table>
<thead>
<tr>
<th>Step</th>
<th>Responsible Persons</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Development</td>
<td>Faculty Developer</td>
<td></td>
</tr>
<tr>
<td>Departmental Approval</td>
<td>Developer; Department Chair</td>
<td>Course proposals are made by a department, not an individual faculty member</td>
</tr>
<tr>
<td>Final Draft</td>
<td>Faculty Developer</td>
<td></td>
</tr>
<tr>
<td>Technical Review</td>
<td>Developer and Curriculum Committee member</td>
<td></td>
</tr>
<tr>
<td>Conference with related departments</td>
<td>Department chair and chairs of related departments</td>
<td>Sort out any content overlap issues before proceeding</td>
</tr>
<tr>
<td>Proposal package development and submission</td>
<td>Developer</td>
<td></td>
</tr>
<tr>
<td>Pre-agenda Review</td>
<td>Curriculum Committee Chair, Dean of Curriculum</td>
<td>Chair and Dean review all submissions before Curriculum Committee meeting to help streamline meeting</td>
</tr>
<tr>
<td>Curriculum Committee Approval</td>
<td>Department chair, Curriculum Committee chair</td>
<td></td>
</tr>
<tr>
<td>Final Standards Approval</td>
<td>Curriculum Committee Chair</td>
<td>Signature upon completion of any approval stipulations</td>
</tr>
<tr>
<td>Entry into Banner Catalog</td>
<td>Office of Instruction</td>
<td></td>
</tr>
<tr>
<td>Entry into Schedule</td>
<td>Office of Instruction</td>
<td>Courses may be offered pending further approval</td>
</tr>
<tr>
<td>Approval by Board of Trustees</td>
<td>Office of Instruction</td>
<td></td>
</tr>
<tr>
<td>Approval by State Chancellor’s Office</td>
<td>Office of Instruction</td>
<td>Not required for Standalone Credit courses</td>
</tr>
</tbody>
</table>

Roles of the Preparer and the Committee

The department that prepares a proposal is solely and entirely responsible for the content of a proposal and, although during the approval process the content of a proposal may be cited for review or explanation, at no time is the expertise of a presenter in a subject discipline being questioned. It is the role of the Curriculum Committee to review and determine the merit and expression of a proposal.

Departmental Approval.

Ultimately a proposal is the product of a department, not of an individual. It is the department that makes the proposal.
### Technical review.

The members of the Curriculum Committee are responsible for reviewing and approving the academic merit of the proposal. They are also responsible for seeing that the course outline conforms to the requirements and guidelines for form and style. To avoid delays in obtaining final approval for an outline or program, developers are advised to submit early drafts of work to the Committee chair for preliminary technical review. A final draft must be submitted for technical review prior to preparation of the submission package. Consult the Curriculum Committee calendar for technical review deadline dates. Please note that technical review is not an approval process.

### Conference with other Departments.

During the development of a course outline, developers are strongly advised to consider the possibility that some of the content of a proposal may overlap the content subject matter of another department. This is a very common occurrence and many proposals are approved with overlapping content. Regardless, developers have a responsibility to contact all departments with which the content may overlap and discuss any areas of overlap.

Proposing departments are advised to obtain a “sign-off” from other departments regarding overlap in content. If sign-offs are not sought and or obtained, a proposal may be tabled by the Curriculum Committee pending departments’ consulting regarding an overlap, or an overlap signature may be stipulated as a condition of course approval. See 9.4.3 Tabling and tabled proposals on page 92 for information on procedures for tabled proposals.

### Curriculum Committee Approval

Once the Committee approves a proposal and all committee stipulations are met, the Committee Chair signs the Standard and Criteria form and the proposal moves to the Office of Instruction for implementation.

### Board Approval.

All Curriculum Committee approved courses are forwarded through the Office of Instruction to the City College of San Francisco Board of Trustees for local adoption.

### State Approval.

Some courses and programs require approval from the State Chancellor’s Office. Also, some vocational program proposals approved locally may then require regional approval in addition to state approval. The Office of Instruction typically handles the details of this approval process.

---

### 2.2 Principles of the Course Outline

#### 2.2.1 Course Types

There are five different course types that can be proposed and approved. All types of courses require the approval of the Curriculum Committee.

**Permanent**

A permanent course is approved by the Curriculum Committee and entered into the catalog. A permanent course remains in the catalog until the department proposes and the Curriculum Committee approves its deletion.
Experimental

An experimental course is, by virtue of its content or methodology, a new exploration of a portion of a discipline or disciplines. It is expected that the nature of the course will change during its experimental period. Experimental courses can be developed by a combination of departments, and as the course evolves the most appropriate discipline can be determined.

After three offerings, the course must be approved as a permanent course or it is automatically deleted.

Experimental courses do not appear in the catalog, but do appear in the schedule of classes.

Limited

The limited course type is a variant of the experimental course type. A limited course is designed to meet a particular purpose for a specific period of time, no more than two years. At the end of the time specified the course is deleted. As a variant course type, limited courses are subject to less Curriculum Committee scrutiny than are experimental courses.

Limited courses do not appear in the catalog, but do appear in the schedule of classes.

Umbrella

An umbrella course is a theme basis for one or more topical courses (see next). A department can have different umbrella courses, each the theme basis for one or more topical courses. The theme basis for umbrella courses is often “selected topics.” Students enroll in the topical course, not in the umbrella course.

The umbrella course is approved by the Curriculum Committee and appears in the catalog. Umbrella course outlines should have a catalog description that describes the basic theme and objectives of its topical courses. Umbrella course outlines do not have Sections IV through VI (Major Learning Outcomes, Contents, Instructional Methodology).

Topical

Topical courses “belong” to the umbrella course that has the same theme basis, and are given the number of their corresponding umbrella course. Each topical course is assigned a distinguishing letter (typically in alphabetical sequence). Students enroll in the topical course, not the umbrella course. The alphabetic sequence is not meant to imply that the set of topical courses are to be taken in sequence. The course number and title of a topical are all that appear in the catalog. Topical courses appear in the schedule of classes.

<table>
<thead>
<tr>
<th>Umbrella</th>
<th>Topical</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 151 Topics in Computer Science (3)</td>
<td>CS 151A  Artificial Intelligence and Computer Games</td>
</tr>
<tr>
<td></td>
<td>CS 151B  Embedded Systems</td>
</tr>
<tr>
<td></td>
<td>CS 151C  Databases and Data Mining</td>
</tr>
<tr>
<td>ENGL 46 Survey of Literature in English (3)</td>
<td>ENGL 46A  Chaucer through Milton (3 Units)</td>
</tr>
<tr>
<td></td>
<td>ENGL 46B  Late 17th Century through Mid-19th Century (3 Units)</td>
</tr>
<tr>
<td></td>
<td>ENGL 46C  Mid-19th Century through 20th Century (3 Units)</td>
</tr>
</tbody>
</table>

Summary

The following is a summary of the attributes of the five course types.
Table 6: Course Types Attributes

<table>
<thead>
<tr>
<th>Type</th>
<th>Attributes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permanent</td>
<td>• Outline is approved by the Curriculum Committee.</td>
</tr>
<tr>
<td></td>
<td>• Becomes a permanent part of the curriculum.</td>
</tr>
<tr>
<td>Experimental</td>
<td>• An outline is approved by the Curriculum Committee but the contents and</td>
</tr>
<tr>
<td></td>
<td>methodology may change as the course evolves.</td>
</tr>
<tr>
<td></td>
<td>• Does not appear in the catalog.</td>
</tr>
<tr>
<td></td>
<td>• Automatically deleted after three offerings unless approved as a permanent</td>
</tr>
<tr>
<td></td>
<td>course.</td>
</tr>
<tr>
<td>Limited</td>
<td>• Does not appear in the catalog.</td>
</tr>
<tr>
<td></td>
<td>• Approved for two years or less.</td>
</tr>
<tr>
<td></td>
<td>• Automatically deleted.</td>
</tr>
<tr>
<td>Umbrella</td>
<td>• Required to offer theme related, topical courses (see next type).</td>
</tr>
<tr>
<td></td>
<td>• Appears in the catalog.</td>
</tr>
<tr>
<td>Topical</td>
<td>• Approved under the umbrella (theme basis) course.</td>
</tr>
<tr>
<td></td>
<td>• Permanent part of the curriculum.</td>
</tr>
<tr>
<td></td>
<td>• May or may not appear in the catalog.</td>
</tr>
</tbody>
</table>

To determine the appropriate course type, consider the following:

Table 7: Choosing an Appropriate Course Type

<table>
<thead>
<tr>
<th>If the course -</th>
<th>Choose type -</th>
</tr>
</thead>
<tbody>
<tr>
<td>• will be a permanent part of the college/department</td>
<td>Permanent</td>
</tr>
<tr>
<td>curriculum.</td>
<td></td>
</tr>
<tr>
<td>• content/discipline will evolve over the first few</td>
<td>Experimental</td>
</tr>
<tr>
<td>offerings.</td>
<td></td>
</tr>
<tr>
<td>• is offered only a few times and then will be deleted.</td>
<td>Limited</td>
</tr>
<tr>
<td>• is the basis for a series of related, permanent</td>
<td>Umbrella</td>
</tr>
<tr>
<td>courses.</td>
<td></td>
</tr>
<tr>
<td>• is one in a series of related permanent courses.</td>
<td>Topical</td>
</tr>
</tbody>
</table>

Title 5 does not distinguish between experimental and limited. City College of San Francisco was advised by WASC to separate experimental into experimental and limited and to undergo additional inspection and supervision on experimental courses.

2.2.2 Title 5 Course Classifications

Title 5 allows for four course classifications. The following are brief descriptions of the attributes of courses in the four classifications. The complete definition of the course classifications is contained in Title 5 Division 6 Chapter 6 Subchapter 1 Article 1 Section 55002, Standards and Criteria for Courses.

Degree Applicable Credit Course (Title 5. Section 55002(a))

These are lower division, college-level courses, many of which may be transferable to four-year institutions. Degree applicability applies to the associate degree. Among the attributes of such courses are the following:
### Table 8: Attributes of Credit Courses

- Approved by the Curriculum Committee.
- Requires a permanent record, graded evaluation of student performance based on demonstrated proficiency in the subject matter.
- Units are granted.
- Treats subject matter with a scope and intensity that requires students to study independently outside of class time.
- May require prerequisites and or co-requisites.
- Requires college-level critical thinking.
- Requires college-level learning skills and vocabulary.
- Requires an official course outline of record.
- Taught by a qualified instructor in accordance with the specifications defined in the course outline of record.
- May be repeated in accordance with Title 5 regulations.

### Nondegree-Applicable Credit Course (Title 5. Section 55002(b))

These courses are not applicable to the associate degree. These courses prepare students to complete college-level work. There are four types of non-degree credit courses:

#### Table 9: Types of Non-degree Credit Courses

- Nondegree-applicable basic skills.
- Courses designed to enable students to succeed in degree-applicable credit courses.
- Pre-collegiate career technical preparation courses designed to provide foundation skills for entry into degree-applicable credit career technical courses or programs.
- Essential career technical instruction.

Nondegree-applicable credit courses have similar attributes as degree applicable credit courses – see Table 10: Attributes of Nondegree-Applicable Courses for details.

#### Table 10: Attributes of Nondegree-Applicable Courses

- Approved by the Curriculum Committee.
- Requires a permanent record, graded evaluation of student performance based on demonstrated proficiency in the subject matter.
- Units are granted.
- Treats subject matter with a scope and intensity that prepares students to study independently outside of class time, and includes reading and writing assignments and homework.
- May require prerequisites and or co-requisites.
- Requires an official course outline of record.
- Taught by a qualified instructor in accordance with the specifications defined in the course outline of record.
- May be repeated in accordance with Title 5 regulations.
Noncredit Courses (Title 5. Section 55002(c))

Noncredit courses have the following attributes:

Table 11: Attributes of Noncredit Courses

- Approved by the Curriculum Committee.
- Fall into one of nine funding areas:
  - Adult Basic Education
  - Parenting
  - Home Economics
  - Short-term Vocational/Apprentice
  - Older Adults
  - Health and Safety
  - Citizenship
  - Substantially Handicapped
  - English as a Second Language
- Must have a course outline of record that specifies:
  - Number of contact hours normally required for a student to complete the course.
  - Catalog description
  - Objectives and contents in terms of a specific body of knowledge
  - Instructional methodology
  - Examples of assignments and/or activities
  - Methods of evaluation
- Taught by a qualified instructor
- May be repeated as needed.

Not for Credit/Community Service Offerings (Title 5. Section 55002(d))

Community Service Offerings have the following attributes:

Table 12: Attributes of Community Service Offerings

- Are acknowledged by the Curriculum Committee prior to a fourth offering.
- Are designed for the physical, mental, moral, economic, or civic development of enrolled students.
- Provides subject matter content, resource materials, and teaching methods appropriate for enrolled students.
- Are conducted according to a pre-determined strategy or plan. The Curriculum Committee reviews the plan.
- Are open to all members of the community willing to pay fees to cover the cost of the offering.

Community Service Offerings do not require a complete course outline. Community Service Offerings are not state funded.
2.2.3 Integrated Course Outline

The main portions of the course outline are the Major Learning Outcomes, Contents, and Instructional Methodology sections. These three sections work together to define the scope and level of the course. It is important that these three sections of the course outline be integrated. Specific examples of these sections of the course outline are provided, beginning on page 39.

Major Learning Outcomes

The Major Learning Outcomes section of the outline states the objectives of the course — that which the student will be able to do upon completion of the course.

Contents

The Contents section contains the actual topics covered in the course. It is not a course syllabus, in that it does not contain classroom activities or assignments that the students will do (put those in the Instructional Methodology section). The Contents section provides the subject matter that leads to implementing the learning outcomes of the course. The Contents also provides the subject matter for assignments the student will complete and evaluation of the student’s achievement.

Instructional Methodology

The Instructional Methodology section is a specification of the work the student will do in the class and out of class, how the student will be evaluated and what resources (textbooks, etc.) the student and instructor need to conduct the course.

The assignments and evaluations sections of the methodology section specify, by example and in the context of the Contents section of the outline, at which level of the subject matter assignments and evaluation will be conducted.

Getting Started

When writing a course outline, developers sometimes have difficulty getting started. Consider the following:

- If you have a specific set of objectives that you want students to be able to demonstrate upon completion of the course, start by expressing those as Major Learning Outcomes, then write the Contents and Instructional Methodology sections.

- If you have a body of knowledge that you want to cover in the course, start by expressing that in outline format in the Contents section, then write Major Learning Outcomes and Instructional Methodology to support that content. “History of the United States: 1900-2000” would be a good example of a course where you would write the Contents section first.

- If you have a particular Instructional Methodology in mind, such as a set of assignments to complete, or an iterative design process, start by writing that section.
Integration

The form and expression of the course outline requires that these three sections of the outline be integrated. To achieve this, please keep in mind the following ideas when creating these three sections.

<table>
<thead>
<tr>
<th>Table 13: Integration of Major Learning Outcomes, Contents, and Methodology</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section</strong></td>
</tr>
<tr>
<td>Major Learning Outcomes (IV)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Contents (V)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Instructional Methodology (VI)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

The following is a generic model for integrating the learning outcomes, contents, assignment and evaluation sections of a course outline (see actual examples in 2.3 Course Outline Details). First, a segment of a “contents section” is provided. Then integrated learning outcome, assignment and evaluation examples for the content are given. In an actual outline, “Major Topic …”, “Sub-topic …” and “Detail …” are replaced by actual course topics.

**Figure 1: Generic Contents**

```plaintext
...
C. Major Topic C
   1. Sub-topic H
      a. Detail 11
      b. Detail 12
      ...
   2. Sub-topic K
      ...
D. Major Topic D
   1. Sub-topic R
      a. Detail 22
      b. Detail 23
```
c. Detail 24

... E. Major Topic E

... The examples below illustrate that the outcomes and the contents are related (integrated). Please review Table 13 above and the Major Learning Outcomes (Section IV) on page 39 before composing outcomes.

Note that the examples below may be the only outcomes derived from the above content. Do not create objectives for each sub or detail topic. Other objectives, not shown, would integrate with other content, not shown.

<table>
<thead>
<tr>
<th>Major Learning Outcomes(IV)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. Analyze the structure of a Major Topic C</td>
<td>These outcomes relate to major Contents items, and are the most common form.</td>
</tr>
<tr>
<td>F. Define the use of Major Topic D</td>
<td></td>
</tr>
<tr>
<td>B. Compare and contrast Major Topic D and Major Topic E.</td>
<td>This is a “global” learning outcome (linking major topics).</td>
</tr>
<tr>
<td>E. Describe instances of Detail 23.</td>
<td>Learning outcomes related to the detail or sub-topic levels of the content are only for particularly important components of a course.</td>
</tr>
</tbody>
</table>

The next table (Table 15) shows assignments and evaluations from the above learning outcomes and content. Text and materials (Section VI.C) is not shown.

<table>
<thead>
<tr>
<th>Assignments (VI.A)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Several short essays (two pages) on topics such as Detail 11 and Detail 22.</td>
<td>One or two examples of each type of assignments are required.</td>
</tr>
<tr>
<td>2. One research paper (several pages with bibliography) on such topics as Sub-topic K or Sub-topic …</td>
<td></td>
</tr>
<tr>
<td>3. Weekly laboratory assignments on topics such as Detail 11 and Detail 12.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation (VI.B)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Weekly quizzes on topics such as: Detail 11 and Detail 12.</td>
<td>One or two examples of each type of assignments are required.</td>
</tr>
<tr>
<td>2. Midterm examination on topics such as: Sub-topic L or …</td>
<td></td>
</tr>
<tr>
<td>3. Written final examination on topics such as Major topic …</td>
<td></td>
</tr>
</tbody>
</table>
2.3 Course Outline Details

2.3.1 Templates

Figures 2 and 3 contain templates for a credit and noncredit course outlines. A template using this format is available at the Curriculum Committee web site.

Figure 2: Credit Course Outline Template

<table>
<thead>
<tr>
<th>City College of San Francisco</th>
<th>Course Outline of Record</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. GENERAL DESCRIPTION</strong></td>
<td></td>
</tr>
<tr>
<td>A. Date of Approval</td>
<td>(month, year) [pg. 27]</td>
</tr>
<tr>
<td>1. Revision Date(s)</td>
<td>(month, day, year)</td>
</tr>
<tr>
<td>B. Department</td>
<td>(department full name) [pg. 27]</td>
</tr>
<tr>
<td>C. Course Number</td>
<td>(dept. id number and or letter) [pg. 27]</td>
</tr>
<tr>
<td>D. Course Title</td>
<td>(catalog title) [pg. 28]</td>
</tr>
<tr>
<td>E. Course Outline Preparer</td>
<td>(faculty member(s)) [pg. 28]</td>
</tr>
<tr>
<td>F. Department Chairperson</td>
<td>(signature) [pg. 29]</td>
</tr>
<tr>
<td>G. Dean</td>
<td>(signature) [pg. 29]</td>
</tr>
<tr>
<td><strong>II. COURSE SPECIFICS</strong></td>
<td></td>
</tr>
<tr>
<td>A. Hour(s)</td>
<td>(contact hours (by category)) [pg. Error! Bookmark not defined.]</td>
</tr>
<tr>
<td>B. Unit(s)</td>
<td>“# unit(s)” [pg. Error! Bookmark not defined.]</td>
</tr>
<tr>
<td>C. Prerequisite(s)</td>
<td>(list) or “None” [pg. 32]</td>
</tr>
<tr>
<td>Corequisite(s)</td>
<td>(list) or “None”</td>
</tr>
<tr>
<td>Advisor(y/ies)</td>
<td>(list) or “None”</td>
</tr>
<tr>
<td>D. Course Justification</td>
<td>(narrative) [pg. 33]</td>
</tr>
<tr>
<td>E. Field Trip(s)</td>
<td>“Yes” or “No” [pg. 34]</td>
</tr>
<tr>
<td>F. Method of Grading</td>
<td>(Category(ies)) [pg. 34]</td>
</tr>
<tr>
<td>G. Repeatability</td>
<td>“0”, “1”, “2”, “3” [pg. 34]</td>
</tr>
</tbody>
</table>

**III. CATALOG DESCRIPTION** [pg. 37]
(narrative)

IV. MAJOR LEARNING OUTCOMES [pg. 39]
Upon completion of this course a student will be able to:
A. (outcome)
B. ...

V. CONTENTS [pg. 43]
A. (major topic)
1. (subtopic)
   a. (support detail)
   b. ...
2. ...
B. ...

VI. INSTRUCTIONAL METHODOLOGY [pg. 46]
A. Assignments [pg. 46]
  1. ...
  2. ...
B. Evaluation [pg. 49]
  1. ...
  2. ...
C. Textbooks and Other Instructional Materials [pg. 51]
  1. ...
  2. ...

VII. Title 5 CLASSIFICATION [pg. 51]
(classification)
**City College of San Francisco**  
**Course Outline of Record**

### I. GENERAL DESCRIPTION
- **Date of Approval** (month, year) [pg. 27]
- **1,(.,2.) Revision Date(s)** (month, day, year)
- **Department** (department full name) [pg. 27]
- **Course Number** (dept. id number and or letter) [pg. 27]
- **Course Title** (catalog title) [pg. 28]
- **Course Outline Preparer** (faculty member(s)) [pg. 27]
- **Department Chairperson** (signature) [pg. 29]
- **Dean** (signature) [pg. 29]
- **Curriculum Committee Chair** [pg. 29]
- **Vice Chancellor** [pg. 29]

### II. COURSE SPECIFICs
- **Hour(s)** (contact hours (by category)) [pg. Error! Bookmark not defined.]
- **Unit(s)** Noncredit [pg. Error! Bookmark not defined.]
- **Prerequisite(s)** (list) or “None” [pg. 32]
- **Corequisite(s)** (list) or “None”
- **Advisor(y/ies)** (list) or “None”
- **Course Justification** (narrative) [pg. 33]
- **Field Trip(s)** “Yes” or “No” [pg. 34]
- **Method of Grading** (Category(ies)) [pg. 34]
- **Repeatability** As needed [pg. 34]

### III. CATALOG DESCRIPTION [pg. 37]  
(narrative)

### IV. MAJOR LEARNING OUTCOMES [pg. 39]
Upon completion of this course a student will be able to:
- **A.** (outcome)
- **B.** ...

### V. CONTENTS [pg. 43]
- **A.** (major topic)
  - 1. (subtopic)
    - a. (support detail)
    - b. ...
  - 2. ...
- **B.** ...

### VI. INSTRUCTIONAL METHODOLOGY [pg. 46]
- **A.** Assignments [pg. 46]
  - 1. ...
  - 2. ...
- **B.** Evaluation [pg. 49]
  - 1. ...
  - 2. ...
- **C.** Textbooks and Other Instructional Materials [pg. 51]
  - 1. ...
  - 2. ...

### VII. Title 5 CLASSIFICATION [pg. 51]
(classification)
2.3.2 Outline style guidelines

Please use the following general formatting guidelines when creating a course outline.

Faces and emphasis

Use a serif typeface (e.g. Times New Roman) for body text. Optionally, use a sans-serif typeface for caption text. All text is to be size 12 point. Limit the use of emphasis (bold, italics, underlining, etc.), to textbook citations in Section VI. Instructional Methodology.

First page header

Please use the following header for the first page of the course outline. Do not put a header on the remaining pages.

Figure 4: Course Outline Page Header

| City College of San Francisco       |
| Course Outline of Record           |

Page(s) footer

Each page is to have a footer line in the following form:

Figure 5: Course Outline Page Footer (format)

| CCSF, department, course number, course title, month year, Page m of n |

Left align the footer on all pages. The “course number” might be “ENGL 1A” or “PE 50A”. The “m” in “Page m of n” is the page number and the “n” is the total number of pages. Please make sure that the information in the header matches the information in the 2.3.3. General Description (Section I). See Figure 6: Course Outline Page Footer (example).

Figure 6: Course Outline Page Footer (example)

| CCSF, Business, MABS 391, Complete Word Processing, November 2000, Page 1 of 6 |

2.3.3. General Description (Section I)

Figure 7: Format of the General Description Section: Credit Courses shows the format to be used for this section of the course outline. Noncredit courses require two additional signatures: Curriculum Committee Chair and Vice Chancellor of Academic Affairs.
Figure 7: Format of the General Description Section: Credit Courses

<table>
<thead>
<tr>
<th>I. GENERAL DESCRIPTION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Date</td>
<td>(month year)</td>
</tr>
<tr>
<td>B. Department</td>
<td>(department full name)</td>
</tr>
<tr>
<td>C. Course Number</td>
<td>(dept id number and or letter)</td>
</tr>
<tr>
<td>D. Course Title</td>
<td>(catalog title)</td>
</tr>
<tr>
<td>E. Course Outline Preparer</td>
<td>(faculty member(s))</td>
</tr>
<tr>
<td>F. Department Chairperson</td>
<td>(signature)</td>
</tr>
<tr>
<td>G. Dean</td>
<td>(signature)</td>
</tr>
</tbody>
</table>

A. Date. Enter the month name and year that the proposal will be brought to the committee.

Figure 8: Example of Date (I.A)

| A. Date | April 2002 |

As of Spring 2002, the Office of Instruction retains previous copies of course outlines on file (paper and scanned) so that a history of revisions is available.

Minor revisions. If part of an existing outline is being revised, but the department has not reviewed the major learning outcomes, contents, or instructional methodology, the outline should not have a new date. Rather, specify a minor revision date underneath the original outline date.

B. Department. Give the full name of the department. Do not use abbreviations. If a proposal originates from more than one department, list each department.

Figure 9: Examples of Department Names (I.B)

<table>
<thead>
<tr>
<th>B. Department</th>
<th>Chemistry</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Department</td>
<td>English</td>
</tr>
<tr>
<td>B. Department</td>
<td>Broadcast Electronic Media Arts</td>
</tr>
</tbody>
</table>

C. Course number. A course number is a combination of a subject identifier and an alphanumeric identifier for the course within that subject.

Subject identifiers are composed of upper case letter characters and an optional, single space character. The maximum number of characters in a subject identifier, including any spaces, is four. It is possible for a department to have more than one subject (e.g., ANAT and NUTR are both subjects under the Biological Sciences department).
When determining the alphanumerics part of the course number, please take the following into consideration:

- The numeric part of the course number for a credit, degree-applicable course is a number in the range 1 through 799.
- A credit, non-degree applicable course may have a number 800-999 (e.g., MATH 840), or may start with a letter (e.g., MATH E1).
- Credit course numbers may also contain a trailing letter. Often letters are used to indicate course sequences (e.g., CS 160A and CS 160B).
- Course numbers for experimental courses should end in the letter X (e.g., CINE 172X).
- Numbers for noncredit courses are four-digit numbers.

<table>
<thead>
<tr>
<th>C. Course Number</th>
<th>CNIT 132</th>
<th>This is a credit, degree-applicable course</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. Course Number</td>
<td>TH A 70</td>
<td>Notice the space between TH and A</td>
</tr>
<tr>
<td>C. Course Number</td>
<td>ENGL S</td>
<td>This is a credit, non-degree applicable course</td>
</tr>
<tr>
<td>C. Course Number</td>
<td>COMP 9022</td>
<td>This is a non-credit course</td>
</tr>
<tr>
<td>C. Course Number</td>
<td>ASTR 16X</td>
<td>This is an experimental course</td>
</tr>
</tbody>
</table>

Course numbers are forever associated with a specified catalog description, set of learning outcomes, and content. Over time, minor changes may be made to these components of a course. Substantial changes to the catalog description, learning outcomes or content of a course may require that the course be proposed as a “new” course — with a different course number.

Once a subject and course number combination has been used, it cannot be re-used for a new course. There is no time limitation to this rule. Choose wisely.

**D. Course title.** Specify a descriptive title for the course. Avoid the use of ambiguous abbreviations.

<table>
<thead>
<tr>
<th>D. Course Title</th>
<th>General College Chemistry</th>
</tr>
</thead>
<tbody>
<tr>
<td>D. Course Title</td>
<td>Reading and Composition</td>
</tr>
</tbody>
</table>

Please note – the official course title (on the course outline and in the College Catalog) has no length limitation. However, the semester Schedule of Classes (“time schedule”) course title is limited to 30 characters including space characters. Departments should specify the 30-character version of the course title on the cover sheet.

**E. Course outline preparer.** Please list the names of all faculty members involved in the preparation of the course outline. Place the name of any principal preparer at the beginning of the list.

<table>
<thead>
<tr>
<th>E. Course Outline Preparer</th>
<th>John Booher</th>
</tr>
</thead>
<tbody>
<tr>
<td>E. Course Outline Preparer</td>
<td>George B. Shaw</td>
</tr>
</tbody>
</table>

Only the names of faculty members from the specified department (I.B) may be listed as preparers.
F. **Department Chairperson Signature.**

Outlines originating from multiple departments should have the signatures of all relevant chairs.

G. **Dean signature.**

Outlines originating from multiple departments across different schools should have the signatures of all relevant deans.

**H. Curriculum Committee Chair signature.** This space is only required for non-credit course outlines. The Curriculum Committee chair will sign after the course has been approved and all stipulations cleared.

**I. Vice Chancellor signature.** This space is also only required for noncredit course outlines. The Vice Chancellor for Academic Affairs will sign after the course has been approved and all stipulations cleared.

**Section I example.** Figure 17: Example Course Description Section is an example of a course description section for a credit course outline.

A non-credit course outline would have two additional lines, for the signatures of the Curriculum Committee Chair and Vice Chancellor of Academic Affairs.

When submitting a proposal packet, original signatures of the department chair and dean must appear on the top copy. The Curriculum Committee chair and Vice Chancellor of Academic Affairs will sign non-credit course outlines after they have been approved by the Curriculum Committee.
2.3.4. Course Specifics (Section II)

All seven items (A through G) of the course specifics section must be present, regardless of applicability.

**Figure 18: Format of the Course Specifics Section (II)**

<table>
<thead>
<tr>
<th>II. COURSE SPECIFICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Hour(s) (contact hours (by category))</td>
</tr>
<tr>
<td>B. Unit(s) Number, range of numbers, or “Noncredit”</td>
</tr>
<tr>
<td>C. Prerequisite(s) (list) or “None”</td>
</tr>
<tr>
<td>Corequisite(s) (list) or “None”</td>
</tr>
<tr>
<td>Advisor(y/ies) (list) or “None”</td>
</tr>
<tr>
<td>D. Course Justification (narrative)</td>
</tr>
<tr>
<td>E. Field Trip(s) “Yes” or “No”</td>
</tr>
<tr>
<td>F. Method of Grading (Category(ies))</td>
</tr>
<tr>
<td>G. Repeatability 0, 1, 2, 3 or “As needed”</td>
</tr>
</tbody>
</table>

A. Hours (credit courses).

Hours are the number of hours spent in lecture, laboratory, conference, or work experience. Normally, hours are listed per week for full time classes. For classes that are expected to be scheduled as short-term classes, listing a total number of hours for the entire course is acceptable.

For credit, degree-applicable classes, Title 5 specifies the hours to units ratio as one unit for a minimum of 48 hours of lecture, study, or laboratory. The following table lists the implications of this ratio.

**Table 17: Hours to Unit Ratios**

<table>
<thead>
<tr>
<th>Hour Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture and</td>
<td>Typically we assume a 2:1 ratio of outside study to lecture and/or conference. 48 hours of lecture and study works out to 16 hours of lecture and 32 hours of study. So, a class that meets one hour of lecture or conference per week for 16 weeks is worth 1 unit.</td>
</tr>
<tr>
<td>Conference</td>
<td></td>
</tr>
<tr>
<td>Laboratory</td>
<td>Typically we do not assume outside study for laboratory hours. A class that meets three hours of lab per week for 16 weeks is worth 1 unit.</td>
</tr>
<tr>
<td>Work-experience</td>
<td>Five hours of work-experience per week for 16 weeks is one unit.</td>
</tr>
</tbody>
</table>

Note that the number of hours specified is the *minimum* number of hours. It is possible to specify a higher hours to units value, as long as the calculated unit value is within ½ unit.

**Figure 19: Examples of Hours Specifications (credit courses, II.A)**

<table>
<thead>
<tr>
<th>A. Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture – 3</td>
</tr>
<tr>
<td>A. Hours</td>
</tr>
<tr>
<td>Lecture – 3, Conference – 1</td>
</tr>
<tr>
<td>A. Hours</td>
</tr>
<tr>
<td>Lecture – 1, Laboratory – 3</td>
</tr>
</tbody>
</table>
Credit hours must be specified by category: “lecture”, “conference”, “laboratory”, or “work experience.” At City College of San Francisco, in a three unit lecture class scheduled for 17.5 weeks, a student is expected to spend 52.5 ($3 \times 17.5$) hours in lecture and 105 ($6 \times 17.5$) hours in study for a semester total of 157.5 ($52.5 + 105$) hours.

Some courses can be written with a variable number of hours. One example of variable hour courses are internship courses, where the amount of work experience hours may vary depending on the internship. Variable hour courses will typically have a variable unit value. Contact the Dean of Curriculum before planning a course with variable hours.

**Hours (noncredit courses).** For noncredit courses specify the total number of hours the course meets. This specification is independent of how the class is scheduled. Typically, noncredit courses have one of the following values for hours: 180, 90, 45, or 22.5.

**Figure 20: Examples of Hours Specifications (noncredit courses, II.A)**

<table>
<thead>
<tr>
<th>A. Hours</th>
<th>180 Hours</th>
</tr>
</thead>
</table>

**B. Units.**

**Credit Courses:** For most credit courses, the units value is a number. Some credit courses (e.g., internship classes) are written with a variable unit amount. Contact the Dean of Curriculum before planning a course with fractional units or variable units.

**Noncredit Courses:** Write “Noncredit” here.

**Figure 21: Examples of Units Specifications (II.B)**

<table>
<thead>
<tr>
<th>B. Units</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Units</td>
<td>3</td>
</tr>
<tr>
<td>B. Units</td>
<td>Noncredit</td>
</tr>
<tr>
<td>B. Units</td>
<td>0.5, 1, 2</td>
</tr>
</tbody>
</table>

Please see Table 17: Hours to Unit Ratio on page 30 to determine the appropriate unit load.
C. Prerequisites. List all prerequisites, corequisites, and/or advisories.

Contact the Dean of Curriculum or the Dean of Matriculation before specifying any constraints on course enrollment beyond the basic forms shown below. Refer to the College Catalog to research various options. There are constraints on the limiting of eligibility for enrollment.

**Figure 22: Examples of Prerequisites, Corequisites and Advisories Specifications (II.C)**

<table>
<thead>
<tr>
<th>C. Prerequisite</th>
<th>Corequisite</th>
<th>Advisory</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1A</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>MATH 860 or placement in MATH 90</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>BEMA 52 or demonstration of BEMA 52 exit skills</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Eligible for ENGL 96 and MATH 860</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Completion of or concurrent enrollment in PHYC 2A</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>None</td>
<td>Completion of or concurrent enrollment in PHYC 2A</td>
<td>None</td>
</tr>
<tr>
<td>None</td>
<td>MATH 860</td>
<td>None</td>
</tr>
<tr>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>

Note: “Consent of instructor.” cannot be specified in section II.C. Also, please note that all three headings must be listed, even if no prerequisite, corequisite, or advisory courses are needed.

The Curriculum Committee approves all prerequisites, corequisites, and advisories as Committee action items separate from approvals of courses and programs. See Chapter 6. Establishment of Prerequisites, Corequisites, and Advisories beginning on page 69 for more details on this process.
D. Course justification. The course justification answers the question: “why is this course being proposed?” or “why do we have this course?” Unlike the catalog description, which is intended to be read by students, the course justification is read by the curriculum committee, articulation officers, administrators, and faculty. See also Catalog Description (Section III) on page 37.

Figure 23: Examples of Course Descriptions (II.D)

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>D. Course Justification</td>
<td>This course is designed to meet the AA degree requirements and CSU-GE and IGETC requirements in quantitative reasoning. This Liberal Arts Math course provides a way for the general transfer student to meet these requirements without taking those courses designed to meet major preparation requirements in science and engineering (Pre-calculus and Calculus) or in biological, business, or social sciences (Bio/Bus/SS Calculus and Statistics).</td>
</tr>
<tr>
<td>D. Course Justification</td>
<td>This is an introductory science class that combines physical, biological, chemical, and geological sciences into an overview of how the oceans work. It is designed to fulfill the basic science requirement for CCSF graduation.</td>
</tr>
<tr>
<td>D. Course Justification</td>
<td>This course in Art History grew out of increasing student demand for more on this subject than was currently being covered in the popular Western Art History course.</td>
</tr>
<tr>
<td>D. Course Justification</td>
<td>This course reflects a new requirement in hazardous materials technology now required for certification in fire science.</td>
</tr>
</tbody>
</table>

The following are examples of categories of course justifications. Any justification requires some elaboration.

- Required for transfer.
- New developments in a field.
- Evidence of employer demand (vocational).
- Other unique criteria (e.g. matriculation).
- Departmental/instructor interest.
E. **Field trips.** Specify “Yes” or “No.” Use “Yes” when field trips are integral to the completion of the course, and the field trip will be done during the course’s regularly scheduled class time; otherwise, use “No”. Title 5 has requirements about field trip costs – talk to the Dean of Curriculum for details.

![Figure 24: Examples of Field Trips Specification (II.E)]

<table>
<thead>
<tr>
<th>E. Field Trips</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>E. Field Trips</td>
<td>No</td>
</tr>
</tbody>
</table>

F. **Method of Grading.**

For credit courses, use one of the following:

![Figure 25: Examples of Methods of Grading (credit courses, II.F)]

<table>
<thead>
<tr>
<th>F. Method of Grading</th>
<th>Letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>F. Method of Grading</td>
<td>Pass/No pass</td>
</tr>
<tr>
<td>F. Method of Grading</td>
<td>Letter, Pass/No pass</td>
</tr>
</tbody>
</table>

For non-credit courses, use one of the following:

![Figure 26: Examples of Methods of Grading (noncredit courses, II.F)]

<table>
<thead>
<tr>
<th>F. Method of Grading</th>
<th>A, B, C, No pass</th>
</tr>
</thead>
<tbody>
<tr>
<td>F. Method of Grading</td>
<td>Pass/No pass</td>
</tr>
<tr>
<td>F. Method of Grading</td>
<td>No grade</td>
</tr>
</tbody>
</table>

G. **Repeatability.** The concept or attribute of repeatability applies only to credit courses. Repeatability and repetition are two distinctly separate concepts.

![Table 18: Credit Classes Repeatability and Repetition]

<table>
<thead>
<tr>
<th>Concept</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeatability</td>
<td>1. Repeatability is an attribute or characteristic of a course, it is requested by the department, and is subject to approval by the Curriculum Committee.</td>
</tr>
<tr>
<td></td>
<td>2. In general: courses that have established content have repeatability of 0 (zero). This applies to most credit classes.</td>
</tr>
<tr>
<td></td>
<td>3. Some of the following types of courses can have repeatability specifications of 1, 2, or 3:</td>
</tr>
<tr>
<td></td>
<td>a. Courses with variable content</td>
</tr>
<tr>
<td></td>
<td>b. Courses that build on experience or physical skills</td>
</tr>
<tr>
<td></td>
<td>c. Courses in the performing or visual arts</td>
</tr>
<tr>
<td></td>
<td>4. If a department has several levels of a course with similar educational activities, the repetition limit may apply to all levels of the set of courses.</td>
</tr>
<tr>
<td>Concept</td>
<td>Description</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Repetition</td>
<td>1. Repetition is not an attribute of a course.</td>
</tr>
<tr>
<td></td>
<td>2. A student may initiate repetition.</td>
</tr>
<tr>
<td></td>
<td>3. The most common circumstance allowing a student to repeat a class is</td>
</tr>
<tr>
<td></td>
<td>his or her having received a substandard grade. There are several other</td>
</tr>
<tr>
<td></td>
<td>circumstances.</td>
</tr>
<tr>
<td></td>
<td>4. A course that has a repeatability specification of “0” can be taken</td>
</tr>
<tr>
<td></td>
<td>again in accordance with repetition regulations.</td>
</tr>
</tbody>
</table>

For additional information, please read the sections on “Repetition of Credit Courses” and “Course Repeatability” in the “Academic Policies and Procedures” sections of the College Catalog or contact the Dean of Curriculum, or refer to Title 5.

**Credit Classes.** For credit classes, specify: “0”, “1”, “2” or “3.” When the description of the course is written into the College Catalog and Time Schedule, this will be translated in terms of the maximum number of units a student can earn (e.g. “Repeat: max. 9 units”).

Specifying a repeatability factor of “0” means the course can be taken once. Specifying a repeatability factor of “1” means the course can be taken twice. The maximum number of times a course can be taken is four times (repeatability 3). The number of times a course can be repeated can be limited by specification of a maximum number of units allowed. Such a specification is part of the catalog description.

**Figure 27: Examples of Credit course Repeatability Specifications (II.G)**

<table>
<thead>
<tr>
<th>G. Repeatability</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>G. Repeatability</td>
<td>1</td>
</tr>
<tr>
<td>G. Repeatability</td>
<td>2</td>
</tr>
<tr>
<td>G. Repeatability</td>
<td>3</td>
</tr>
</tbody>
</table>

**Noncredit Classes.** All noncredit classes have “as needed” for this section.

**Figure 28: Noncredit course Repeatability Specification (II.G)**

| G. Repeatability | As needed. |
Section II Examples. The following figure shows examples of two complete course specifics sections.

**Figure 29: Example Course Specifics Sections (credit and noncredit, II)**

<table>
<thead>
<tr>
<th>II. COURSE SPECIFICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Hour(s)</td>
</tr>
<tr>
<td>B. Unit(s)</td>
</tr>
<tr>
<td>C. Prerequisite(s)</td>
</tr>
<tr>
<td>Corequisites</td>
</tr>
<tr>
<td>Advisory</td>
</tr>
<tr>
<td>D. Course Justification</td>
</tr>
<tr>
<td>E. Field Trip(s)</td>
</tr>
<tr>
<td>F. Method of Grading</td>
</tr>
<tr>
<td>G. Repeatability</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. COURSE SPECIFICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Hour(s)</td>
</tr>
<tr>
<td>B. Unit(s)</td>
</tr>
<tr>
<td>C. Prerequisite(s)</td>
</tr>
<tr>
<td>Corequisites</td>
</tr>
<tr>
<td>Advisory</td>
</tr>
<tr>
<td>D. Course Justification</td>
</tr>
<tr>
<td>E. Field Trip(s)</td>
</tr>
<tr>
<td>F. Method of Grading</td>
</tr>
<tr>
<td>G. Repeatability</td>
</tr>
</tbody>
</table>
2.3.5. Catalog description (Section III)

The catalog description is a brief description of the course and can be as simple as a list of major course topics. The catalog description is directed towards students, and should help them decide whether the course is suited to their educational goals by identifying critical or key content areas.

Length

The average catalog description is about 40 words. Catalog descriptions longer than 50 words may be subject to editing during the approval process. While complete sentences are preferred, using incomplete sentences can help reduce catalog description length. In addition, avoid phrases like “This course…”, “Introduction to …,” “How to …,” or “Survey of …”.

What to Include; What to Omit.

Avoid being too specific: say “students will write several essays” rather than “students will write eight essays.”

Do not make promises or guarantees: say “Helps prepare students for the CCNA exam”, rather than “Student will be able to pass the CCNA exam”.

You may notice courses in the Catalog that have designated CSU and UC transferability, and/or CAN descriptors. The transferability of a particular course is not part of the catalog description, and should not be included on the Course Outline. Any transferability designators will be added by the catalog editor.

<table>
<thead>
<tr>
<th>Asian Studies</th>
<th>Earth Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description and analysis of the Chinese American community from a sociological point of view. The historical background, family and district organizations, power structure, immigrants, cultural pattern and conflicts, and the socioeconomic problems of the Chinese American community.</td>
<td>The ocean environment. Physical, chemical, biological, geological, and ecological aspects of the oceans, including the origin and extent of the oceans; nature of ocean basins and crust; causes and effects of currents, waves, tides; biogeochemical cycles; plant and animal life in the sea; marine ecology.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English</th>
<th>English as a Second Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>The second half of University-Parallel Reading and Composition: further instruction in expository writing in conjunction with the reading of literature.</td>
<td>Intensive practice in and review of basic grammatical structures and forms, both in sentences and in short narrative and descriptive passages and paraphrases. Practice in reading short passages that serve as models for writing as well as reading with emphasis on contextual prediction, vocabulary expansion, and comprehension.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Physical Education and Dance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamental operations on integers, rational numbers, polynomials, and algebraic expressions; linear and quadratic equations; linear inequalities; integer exponents and square roots; graphing; systems of equations; and applications.</td>
<td>Lectures, readings, films and discussions on theory and development of dance from its evolution in anthropological sources to 20th century contemporary dance. The historical basis of dance and the history of classical ballet, American/European modern dance, African-Haitian dance, and the American idioms of tap and jazz.</td>
</tr>
<tr>
<td>Apprenticeship</td>
<td>Computer Science</td>
</tr>
<tr>
<td>----------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Instruction in the preparation of pastries, needed equipment, use of equipment, tools of the trade, sanitation, merchandising the product, management principles, supervision of the pastry facility, and historical background pertinent to the trade.</td>
<td>Analysis and design of computer algorithms and the underlying data structures using an object-oriented approach. Analysis in the timing and efficiency of algorithms. Study of lists, stacks, queues, trees, searching, sorting, and recursion. Introduction to graphs, tables, hashing, and direct access files. Further study of abstract data types.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Photography</th>
<th>Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development and execution of short, single-camera-style projects focusing on the skills of directing and editing.</td>
<td>Examination of the creative process by studying the history of women in the arts from pottery, ritual chants, and storytelling to painting, sculpture, jazz, novels, and performance art. Recognized &quot;greats&quot; as well as anonymous women of diverse cultural and ethnic backgrounds. Films, tapes, slides, and a field trip to complement class lectures and discussions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Business</th>
<th>Journeyperson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focuses on delivering technical information that is logically organized, clearly and concisely expressed, and suited to the reader’s needs. Emphasis on planning appropriately; organizing materials; creating sentences which are clear and concise; choosing layout for maximum effectiveness and readability; proofreading and editing effectively.</td>
<td>Provides basic knowledge and skills in the preparation of facility emergency plans; fire prevention and protection; life safety systems; evacuation and relocation procedures; earthquake preparedness; management of various emergencies and coordinating with emergency responders.</td>
</tr>
</tbody>
</table>
2.3.6 Major Learning Outcomes (Section IV)

Please review the discussion on Integration on page 21 before composing learning outcomes.

Major Learning Outcomes describe the goals and objectives of a course. Learning outcomes are a list of descriptions of behavioral attributes that a student will acquire as a result of completing a class with a passing grade. There are three basic forms of learning outcomes.

A. Topical Outcomes. Learning outcomes that relate to major topics of a course. These are the most common form of learning outcomes.

B. Global learning outcomes. Learning outcomes that link together major topics of a course.

C. Specific learning outcomes. Learning outcomes that highlight a particularly important component of a course.

Header. The form of the Major Learning Outcomes section is:

Figure 31: Format of the Major Learning Outcomes Section (IV)

IV. MAJOR LEARNING OUTCOMES
Upon completion of this course a student will be able to:

A. Analyze …
B. Define …
C. …
…

Major Learning Outcomes. List the desired outcomes in behavioral or performance terms, (i.e., what a successful learner is able to do upon completion of the course). While instructors may vary in their approach to course material, the department as a whole should specify abilities or competencies expected of all students who complete the course. Include the theories, principles, and concepts of the subject matter. Use skills and applications to reinforce and develop concepts.

Format. Begin each outcome with an action verb from the tables below. Describe what the learner will do when demonstrating achievement of that outcome upon completion of the course. Enumerate (letter) each outcome. The following are sample course outcomes taken from a variety of disciplines:

Figure 32: Example Course Major Learning Outcomes (IV)

| Identify and correct errors in punctuation, grammar, and spelling. |
| Write argumentative essays responding to criticism or opposing arguments. |
| Describe the role of culture in political institutions. |
| Compare and contrast capitalism and other economic systems. |
| Describe the structure and function of prokaryotes and organelles in an eukaryotic cell. |
| Convert decimal integer and real numbers into binary notation. |
| Summarize the basic principles of the Constitution and the Bill of Rights. |
| Describe fundamental American political values that flow from the Constitution. |
Note that the learning outcomes, taken with the introductory phrase, are short declarative sentences (e.g., “upon completion of the course a student will be able to identify and correct errors in punctuation, grammar, and spelling”).

When creating learning outcomes:

- Have at least one learning outcome for each major topic in the Contents Section.
- Do not have learning outcomes for sub-major or detail level topics of the course, unless they are unusually important components of the course.

**Critical thinking**

Degree applicable courses require demonstrable critical thinking. The incorporation of critical thinking must be evident throughout the course outline, but particularly in the Major Learning Outcomes, and Assignments and Evaluation sections of Instructional Methodology. Table 19 below contains the verbs associated with critical thinking.

It must be clear that students are expected to think critically, are instructed in how to do so, and are held accountable for their performance. Use verbs showing analysis, rather than “understand,” “identify,” or “describe.” Say “explain…” or “compare and contrast…”

The manner in which the Major Learning Outcomes section reflects critical thinking is in the higher cognitive expectations. A useful way to evaluate the cognitive level of a learning outcome is to use Bloom’s taxonomy\(^1\) and other verb tables.

**Emphasizing Critical Thinking**

Often, early versions of Major Learning Outcomes are written in a way that under-emphasizes the critical thinking verb. Consider the following Major Learning Outcome:

> J. Use proper punctuation, grammar, and spelling in the creation of essays.

To emphasize critical thinking, rewrite this Major Learning Outcome as:

> J. Create essays that use proper punctuation, grammar, and spelling

**Rigor.** Credit degree applicable courses must use verbs from Table 19 and may selectively use verbs from Table 20. *Verbs that appear only in Table 21 and Table 22 cannot be used for credit courses.*

The following tables contain verbs that are to be used to construct major learning outcomes. The first and second tables are based on Bloom’s Taxonomy. Some verbs may appear in more than one section of a table or in different tables. Verbs in italics appear in more than one category of the Bloom’s Taxonomy.

---

### Table 19: Cognitive Verbs (critical thinking)

| **Cognitive Verbs (Degree applicable, credit courses, critical thinking)** |
|---------------------------------|-----------------|-----------------|-----------------|-----------------|
| **Evaluation** – The ability to make decisions, judge, or make selections based on criteria and rationale. Evaluation requires synthesis. |
| appraise                        | consider        | measure         | select           |
| assess                          | criticize       | rate            | value            |
| choose                         | estimate        | revise           | weigh            |
| compare                        | evaluate        | score            |                 |
| conclude                       | judge           |                 |                 |

| **Synthesis** – The ability to combine elements to form an original entity. Synthesis requires analysis. |
| arrange                         | create          | organize        | propose          |
| assemble                        | design          | plan            | set up           |
| collect                         | formulate       | predict         | solve            |
| compose                         | integrate       | prepare         | summarize        |
| construct                       | manage          | produce         | synthesize       |

| **Analysis** – The ability to separate a whole into its parts until the relationships between elements are clear. The ability to perform analysis requires the ability to apply information. |
| analyze                        | criticize       | discriminate    | inventory        |
| appraise                       | debate          | distinguish     | question         |
| appraise                       | deduce          | examine         | relate           |
| calculate                      | describe        | experiment      | solve            |
| categorize                     | diagram         | inspect         | test             |
| classify                       | differentiate   | interpret       | translate        |
| compare                        |                 |                 |                 |
| contrast                       |                 |                 |                 |

Verbs in the following tables may not, and in some instances, do not require critical thinking.

### Table 20: Cognitive Verbs

| **Cognitive Verbs (Nondegree applicable, credit courses, critical thinking)** |
|---------------------------------|-----------------|-----------------|-----------------|-----------------|
| **Application** – The ability to use information in a situation different than the original learning context. Comprehension is required. |
| apply                           | employ          | organize        | sketch           |
| calculate                       | generalize      | practice        | solve            |
| choose                          | illustrate      | reconstruct      | transfer         |
| classify                        | interpret       | schedule        | translate        |
| demonstrate                     | operate         | shop            | use              |
| dramatize                       |                 |                 |                 |

| **Comprehension** – The ability to interpret, translate, summarize or paraphrase given information. Knowledge is required. |
| change                          | express         | interpret       | review           |
| comment                         | generalize      | locate          | summarize        |
| demonstrate                     | give example    | rearrange       | tell             |
| describe                        | identify        | recognize       | transform        |
| discuss                         | illustrate      | report          | translate        |
| explain                         | infer           | restate         |                 |

| **Knowledge** – The ability to recognize and recall facts and specifics. |
| define                          | list            | recall          | relate           |
| distinguish                     | match           | recognize       | repeat           |
| identify                        | memorize        | record          | select           |
| inquire                         | name            |                 | select           |
| label                           |                 |                 | underline        |
Noncredit and community service. The following tables, Affective Verbs and Psychomotor Verbs, are not part of Bloom’s Taxonomy and are not to be used for credit courses. These verbs are for use with noncredit and community service courses only.

Noncredit and community service course may use verbs from Bloom’s Taxonomy (Table 19 and Table 20) as desired.

<table>
<thead>
<tr>
<th>Table 21: Affective Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Characterization</strong></td>
</tr>
<tr>
<td>Internalize</td>
</tr>
<tr>
<td><strong>Organizing</strong></td>
</tr>
<tr>
<td>codify</td>
</tr>
<tr>
<td>discriminate</td>
</tr>
<tr>
<td>display</td>
</tr>
<tr>
<td><strong>Valuing</strong></td>
</tr>
<tr>
<td>balance</td>
</tr>
<tr>
<td>believe</td>
</tr>
<tr>
<td>defend</td>
</tr>
<tr>
<td><strong>Responding</strong></td>
</tr>
<tr>
<td>behave</td>
</tr>
<tr>
<td>complete</td>
</tr>
<tr>
<td>comply</td>
</tr>
<tr>
<td><strong>Receiving</strong></td>
</tr>
<tr>
<td>accept</td>
</tr>
<tr>
<td>attend</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 22: Psychomotor Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Origination</strong></td>
</tr>
<tr>
<td>construct</td>
</tr>
<tr>
<td><strong>Adaptation</strong></td>
</tr>
<tr>
<td>adapt</td>
</tr>
<tr>
<td>build</td>
</tr>
<tr>
<td><strong>Complex overt response</strong></td>
</tr>
<tr>
<td>calibrate</td>
</tr>
<tr>
<td><strong>Mechanism</strong></td>
</tr>
<tr>
<td>adjust</td>
</tr>
<tr>
<td>build</td>
</tr>
<tr>
<td><strong>Guided response</strong></td>
</tr>
<tr>
<td>copy</td>
</tr>
<tr>
<td>demonstrate</td>
</tr>
<tr>
<td><strong>Set</strong></td>
</tr>
<tr>
<td>adjust</td>
</tr>
<tr>
<td>locate</td>
</tr>
<tr>
<td><strong>Perception</strong></td>
</tr>
<tr>
<td>distinguish</td>
</tr>
<tr>
<td>hear</td>
</tr>
<tr>
<td>recognize</td>
</tr>
</tbody>
</table>
2.3.7. Contents (Section V)

Please review the discussion on Integration on page 21 before creating this section.

Outline format. The Contents section is organized using outline format. Use capital letters for the major topics, then alternate numbers and letters.

Wording. Wording of content may include the perspective from which the topics are taught, such as “historical development of the periodic table.”

Scope. The outline is detailed enough to fully convey the topics covered but not so lengthy that a quick scan cannot be used to ascertain the scope of the course. Compile a complete list of all topics taught in the course, major topics, sub-topics, and supporting detail. Arranging the list by topic with sub-headings; one page is not enough.

Requirements. Keep in mind that the content listed in the course outline is required to be covered by all faculty teaching the course unless marked as optional. Furthermore, the listed content does not limit instructors from going beyond the topics in the outline.

Level of detail. A one unit course might have one or one and a half pages of content outline. A two or more units course may require two or more pages of content outline.

Not a Syllabus. Do not include syllabus items, such as course introduction or explanation of grading policy.

No Assignments or Evaluation. Do not include details of student assignments or evaluation – include those in Section VI. Instructional Methodology.

Format. Please use the following outline format. If your content has more than 26 major topics, you may switch to numerical enumeration.

Figure 33: Format of the Contents Section (V)

<table>
<thead>
<tr>
<th>V. CONTENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Major topic</td>
</tr>
<tr>
<td>1. Sub-topic</td>
</tr>
<tr>
<td>a. Detail / support</td>
</tr>
<tr>
<td>b. Detail / support</td>
</tr>
<tr>
<td>c. …</td>
</tr>
<tr>
<td>2. Sub-topic</td>
</tr>
<tr>
<td>a. Detail / support</td>
</tr>
<tr>
<td>b. …</td>
</tr>
<tr>
<td>3. …</td>
</tr>
<tr>
<td>B. Major topic</td>
</tr>
<tr>
<td>1. Sub-topic</td>
</tr>
<tr>
<td>a. …</td>
</tr>
<tr>
<td>C. …</td>
</tr>
</tbody>
</table>

Organization. Although content outlines are often done in chronological form, this is not required. Another common organizational form is topic-subject list order. The content outline is not a lesson plan. The following are examples of excerpts of content outlines:
### Figure 34: Examples of Content Outlines (excerpts)

<table>
<thead>
<tr>
<th><strong>English</strong></th>
<th><strong>Earth Sciences</strong></th>
</tr>
</thead>
</table>
| **B.** Elementary elements of creative nonfiction  
   1. Researching nonfiction subjects  
      a. Methods for developing original ideas  
      b. Methods of research using observation  
      c. Methods of research using interview  
   2. Character  
      a. Developing real people as characters  
      b. Analysis of nonfiction characters in masterworks  
   3. Point of view  
| **C.** Plate tectonics  
   1. Boundaries and related features  
      a. Convergent  
      b. Divergent  
      c. Transform  
   2. Ocean basins and their relationship to Plate Tectonics  
      a. Trenches, volcanic arcs, and subduction zones  
      b. Oceanic Ridges and seafloor spreading  
      c. Fracture zones  |
| **D.** Ocean sediments  
   1. Origin  
      a. Terrigenous  
      b. Biogenous  
      c. Hydrogenous  
      d. Cosmogenous  
   2. Distribution  
| **History** | **P E & Dance** |
| **E.** Imigrants and Migranta in an Industrial Socieety: Work, Family and Ethnic Communities, 1880s-1920s  
   1. Industrialization, nationalism, imperialism and mass migration  
      a. U.S. industrialization and the demand for “cheap,” “unskilled” labor  
      b. U.S. colonization of the Phillipines and Puerto Rico  
      c. Japan’s annexation of Korea  
   2. Motivations and opportunities, or “push-pull” factors for migration to the U.S.  
| **A.** Introduction  
   1. Cardiovascular endurance  
      a. Nature and principals  
      b. Guidelines  
      c. Physical, emotional and psychological benefits  
   2. Heart rate  
| **Foreign Language** | **Computer Networking** |
| **B.** Chinese characters  
   1. Traditional and simplified  
   2. Historical background  
   3. Relationships between styles  
| **C.** Basic composition  
   1. Sentence structurevocabulary  
   2. Idiom usage  
| **D.** Reading comprehension  
| **B.** Network types  
   1. Peer-to-peer  
   2. Server based  
   3. Non-dedicated  
| **C.** Resource sharing  
   1. Directories  
   2. Files  
| **D.** Hubs  
   1. Active  
   2. Passive  
   3. Hybrid  
|
A. Health system components
   1. Financing
   2. Insurance
   3. Payment
   4. Delivery
   5. Coverage

B. Financing
   1. Public
      a. History
      b. Medicare

C. Grammar / Vocabulary
   1. Terminology
      a. Parts of speech
      b. Parts of sentences including punctuation
   2. Sentence patterns
      a. Simple
         (1) Statements
         (2) Questions
         (3) Commands

Mandated contents. In courses that have mandated (e.g. certification, etc.), departments are required to revise the course outline each time the mandated content changes.

Multicultural perspective. When appropriate, outline preparers are encouraged to include in the contents section reference to a multicultural approach to the course material.

Caution. The instructor (department) is responsible for the content of its courses and the documentation of that content in the course outline of record. Using the contents table from a textbook as the Contents section of a course outline may cause problems with the course and/or the course outline. Selecting a different or revised textbook may cause the course outline to become out of date. As the course outline of record states what the department specifies is to be the contents of a course, instructors are required to cover, at a minimum, the topics listed in the outline.
2.3.8. Instructional Methodology (Section VI)

Please review the discussion on Integration on page 21 before proceeding.

This section of the course outline is divided into three major sections with each having various possible subsections. This section serves as a guide to how the course is to be conducted, to the work students will perform, evaluation of student’s work and learning, and the resources typical to implement the course. The three sections are:

Figure 35: Format of the Instructional Methodology Section (VI)

VI. INSTRUCTIONAL METHODOLOGY
   A. Assignments (including in-class and out-of-class, as appropriate)
      1. …
         a. …
      2. …
   B. Evaluation
      1. …
         a. …
      2. …
   C. Textbooks and Other Instructional Materials
      1. …

Special Note – Syllabus

Descriptions of how a course is conducted: lecture schedules, number of tests, grading criteria and grading system are components of the course syllabus unless such items are mandated by department policy and/or external agencies.

A. Assignments. Use this section to indicate types and examples of assignments that assist the students in achieving the major learning outcomes of the course. Assignment areas may include:
   • Readings from textbooks and other resources
   • Discussions and other small group work
   • Problem-solving exercises
   • Written assignments, including reflection papers, essays, papers
   • Oral presentations

When developing the Assignments section, consider the following:
   • Credit courses must have clearly delineated in-class and out-of-class assignments. Out-of-class assignments must show independent work.
   • Assignments must reflect coverage of major learning outcomes.
   • The level of detail depends on the outline and the department. Include sufficient detail to clearly describe the level of rigor of the course and to accurately reflect departmental expectations of
instructors. Avoid including so much detail that course revision is required for relatively minor changes. For example:

- An essay assignment for a composition course in the English Department might include a minimum word count, reflecting the requirements of that department.
- Specifying that there will be 10 homework sets in a Chemistry Department course may be too specific – consider dropping the specific number, giving a range, or using words like “approximately” instead.

- Assignments requiring extensive reading and/or writing may need English and/or ESL prerequisites or advisories. Consult with the Matriculation Office for advice.

- **Critical thinking**. Degree-applicable courses must include tasks/assignments that require students to think critically and apply concepts taught in the course.

- **Information Competency**. With some exceptions, degree-applicable courses should require students to demonstrate information competency by completing a research project that includes evaluation of printed and electronic sources, and proper citation and format.

- Assignments are items that students perform. Do not include items like guest lectures.

- Do not include purely evaluation methods, such as quizzes or exams. Include them in the evaluation section.

### Figure 36: Examples of Assignment Segments (VI.B)

<table>
<thead>
<tr>
<th>A. Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Papers</td>
</tr>
<tr>
<td>One 3-page typewritten paper dealing with art from the colonial period to the mid-1850’s, and one 5-8 page typewritten paper dealing with late 19th and 20th century art will require museum visits working on-site with chosen works of art. Students will identify and describe the visual elements of style and technique; discuss the interrelationship between style and context; distinguish the American visual tradition and compare and contrast these aspects with works from other historic traditions; and interpret the artwork with respect to its symbolic meaning and cultural and historical context.</td>
</tr>
<tr>
<td>2. Short essays ...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A. Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. There will be daily and weekly reading assignments.</td>
</tr>
<tr>
<td>2. Students will give three class presentations per semester in which they present and explain a current newspaper article about a relevant event or personality.</td>
</tr>
<tr>
<td>3. Students will submit a six to eight page paper on selected topics. Topics will be selected by the instructor and may include topics such as ethical situations, conflict of interest and professional standards.</td>
</tr>
</tbody>
</table>

B. …
A. Assignments
1. Oral and/or written exercises which require students to analyze, transform, contrast, and, in general apply the principles introduced in each lesson. These may include:
   a. Reading of dialogs,
   b. Substitution drills
   c. Question/answer exercises
   d. Dictation and listening comprehension exercises
2. Composition: Students may be required to demonstrate the knowledge acquired by preparing and delivering brief presentations with written and/or oral components and/or short written compositions.
3. …

A. Assignments
1. Weekly reading assignments and class discussions of course materials.
2. Weekly one or two page reading report or quiz on the assigned reading.
3. Historical autobiography on a topic related to individual and family history, chosen from topic lists distributed by the instructor.
4. Research assignments in preparation for the research project, such as attending library research skills workshops.
5. Research paper on a selected topic approved by the instructor. Students will submit a written topic proposal, including a brief outline and bibliography.
6. …

A. Assignments
1. Written reports on observations of live professional music performances such as a symphony, opera, ballet, chamber music, jazz or world music concert.
2. Group discussion questions on relevant class issues such as, “How are these two works different?” “Describe the spirit, mood and feeling of these two contrasting works.”, “Which of these two works would be more difficult to play and why?” and “What is this music describing?”
3. …

A. Assignments
1. Installing and configuring software.
2. Creating of user profiles.
4. …
B. Evaluation. Use this section to indicate types and examples of evaluation methods that will be used to measure students’ achievement of the major learning outcomes of the course and determine the students’ final grade. Evaluation areas may include:

- Quizzes, tests, and exams, including midterm and final exams
- Items from the Assignments section that are to be graded
- Essays and papers
- Projects
- Oral presentations

Consider the following when preparing the Evaluation section:

- **Examples.** Each evaluation component must include one or two examples of work or test material. As with Assignments, the level of detail depends on the outline and the department. Include sufficient detail to clearly describe the level of rigor of the course and to accurately reflect departmental expectations of instructors. Avoid including so much detail that course revision is required for relatively minor changes.

- **Evaluating learning outcomes:** Procedures for evaluating student performance must measure the degree to which the student achieves the major learning outcomes stated in the course outline of record. Methods of evaluation must be consistent with the major learning outcomes, and must document coverage of conceptually diverse components of the major learning outcomes. For outcomes that involve skills and the “ability to do things” evaluated by observation of performance, state the level of competency required.

- **Final examination.** Methods of evaluation must include a written final evaluation procedure. For degree-applicable courses, grades must be based on demonstrated proficiency in the subject matter and the ability to demonstrate that proficiency, at least in part by means of one of the following:
  - Substantial writing assignments, including essay exam(s), written homework, research paper(s), laboratory or reading report(s) or
  - Computational or non-computational problem solving exercises, including exam(s), laboratory report(s), field work, homework problems or
  - Skills demonstrations, including class performances, field work, performance/proficiency exam(s).

- Items that are explained in the Assignments section that will be evaluated should be cited in the Evaluation section. For example:
  - Laboratory exercises as specified above.

- **Attendance and participation.** Credit courses may use student participation (e.g. class recital and items listed in Figure 36: Examples of Assignment Segments (VI.B)) as evaluation criteria. Class attendance may not be used as an evaluation criterion in credit classes.
The following shows a well developed test and quiz evaluation component:

**Figure 37 Examples of Evaluation Segments (VI.B)**

| B. Evaluation |
|---|---|
| 1. Quizzes: Questions which assess the student’s knowledge and comprehension of such concepts, theories and data assimilation, the “push-pull” model, 19th Century labor union policies toward Chinese workers, and changes in immigration patterns after 1965. |
| 2. Essay final examination: assess the student’s ability to synthesize course readings. Lectures, and discussions, on such topics as a comparison of employment opportunities and economic strategies among Chinese, Mexicans and Jews during the period 1900-1950, or changes in gender roles and women’s opportunities among European, Chinese and Mexican Americans from 1920 to the present. |
| 3. … |

| B. Evaluation |
|---|---|
| 1. Tests and quizzes: Slide identification, multiple choice, and essay exams will test the student on pivotal works of art discussed in the television lessons and illustrated and discussed in the texts by testing the student's ability to recognize works of art, distinguish them for artist, style, and time period, interpret the meaning, and evaluate each work of art within its cultural context. |
| 2. … |

| B. Evaluation |
|---|---|
| 1. Listening identification of composer, genre and historic period. |
| 2. Written report reviewing a concert. |
| 3. Written report on a concert review. |
| 4. … |

**Caution.** The following as shown is unacceptable for Section VI.B.

**Figure 38 Unacceptable Evaluation Section (VI.B)**

| B. Evaluation |
|---|---|
| 1. Quizzes |
| 2. Tests |
| 3. Midterm examination |
| 4. Final examination |
| 5. Research paper |
| 6. Final project |
| 7. … |
C. Textbooks and Other Instructional Materials. The main text plays a remarkably strong role in articulation of a course. It should be clearly recognized by those in the discipline at other institutions as a major work that presents the fundamental theories and practices of the subject. Include textbooks (with dates of publication) and other instructional material. Textbooks and instructional materials should be completely referenced: author, title, publisher, city, and date.

The following figure show possible topics for section VI.C. Some topics may not be relevant and relevant topics not shown may be added.

Figure 39 Textbooks and Other Instructional Materials Section Examples (VI.C)

C. Textbooks and Other Instructional Materials
1. Textbooks
   a. (citation(s))
   b. ...
2. Instructor developed materials
   a. ...
3. Library resources
   a. Reference
   b. Periodicals
   c. ...
4. Computer resources
   a. Application software
   b. Email
   c. Browser
   d. Chat room
   e. ...
5. Laboratory resources
6. Media resources
   a. Audio
   b. Video
   c. …
7. ...

Specify text and references or list textbooks and references that the department has evaluated and determined to be representative of the kinds of college level materials appropriate for the course. When necessary, indicate the basis for assessment (i.e., primary source, standard text, readability analysis). Cite the course text using the standard professional format for the topic discipline or the following generic format. For example:

Figure 40 Textbook Reference Format

Author(s), Title, Publisher, City, Date

List supporting references using the format cited above. Arrange multiple listings in alphabetical order citing the author’s last name first. Where possible, references and texts should reflect currency in discipline, gender, and global and multicultural perspectives.
2.3.9. Classification (Section VII)

**Specification.** In this section of the outline, list only one of the four possible classifications, as follows:

<table>
<thead>
<tr>
<th>Classification</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CREDIT / DEGREE APPLICABLE</td>
<td>(meets all standards of Title 5. Section 55002 (a)).</td>
</tr>
<tr>
<td>CREDIT / NON-DEGREE APPLICABLE</td>
<td>(meets all standards of Title 5. Section 55002 (b)).</td>
</tr>
<tr>
<td>NONCREDIT</td>
<td>(meets all standards of Title 5. Section 55002 (c)).</td>
</tr>
<tr>
<td>COMMUNITY SERVICE</td>
<td>(meets all standards of Title 5. Section 55002 (d)).</td>
</tr>
</tbody>
</table>

**Standards and criteria.** Each classification has a set of standards and criteria that the course must meet. These standards and criteria are set by Title 5. A major role of the Curriculum Committee is to certify that a course meets the standards and criteria for its selected classification. The standards and criteria for each of the classifications are as follows:

<table>
<thead>
<tr>
<th>Table 23 Title 5 Standards and Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Degree Applicable - Title 5 Section 55002(a)</strong></td>
</tr>
<tr>
<td>The outline shall specify the unit value, the expected number of contact hours for the course as a whole, the prerequisites, corequisites or advisories on recommended preparation (if any) for the course, the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students.</td>
</tr>
<tr>
<td>Measurement of student performance is in terms of the stated course objectives and culminates in a formal, permanently recorded grade in accordance with Title 5, Section 55023. 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 instructor deems them to be appropriate, problem solving exercises or skills demonstrations by students.</td>
</tr>
<tr>
<td>The course grants units of credit based upon a relationship 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; and requires a minimum of three hours of student work per week including class time for each unit of credit, prorated for short term, extended term, laboratory and/or activity courses.</td>
</tr>
<tr>
<td>The course treats subject matter with a scope and intensity that requires students to study independently outside of class time.</td>
</tr>
<tr>
<td>The course requires, when the department recommends and the curriculum committee approves, entrance skills and consequent prerequisites or corequisites for the course before students are enrolled.</td>
</tr>
<tr>
<td>When communication or computational skills are approved by the curriculum committee as prerequisites or corequisites, the minimum pre- or co- requisites shall be eligibility for enrollment in associate degree credit courses in English or mathematics.</td>
</tr>
<tr>
<td>For participation, the course requires the ability to think critically and to understand and apply concepts at levels recommended by the department and approved by the curriculum committee as college level.</td>
</tr>
<tr>
<td>The course requires learning skill and a vocabulary that the department recommends as appropriate and the curriculum committee approves for a college course.</td>
</tr>
<tr>
<td>Each section of the course is to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the course outline of record.</td>
</tr>
</tbody>
</table>
The course allows repeated enrollment only as permitted by provisions of Division 2 (commencing with Section 51000), Sections 55761 - 55763, and 58161.

### Non-degree Applicable - Title 5 Section 55002(b)

The outline shall specify the unit value, the expected number of contact hours for the course as a whole, the prerequisites, corequisites or advisories on recommended preparation (if any) for the course, the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students. Taken together, these course specifications shall be such as to typically enable any student who successfully completes all of the assigned work prescribed in the outline of record to successfully meet the course objectives.

The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55023. 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 demonstrations by students.

The course grants units of credit based upon a relationship 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; and requires a minimum of three hours of work per week including class time for each unit of credit, prorated for short term, extended term, laboratory and/or activity courses.

The course provides instruction in critical thinking and generally treats subject matter with a scope and intensity that prepares 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 successfully completing each such course, or sequence of required courses, will have acquired the skills necessary to successfully complete degree-applicable work.

The course requires, when the department recommends and the curriculum committee approves, entrance skills and consequent prerequisites or corequisites for the course before students are enrolled.

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

The course allows repeated enrollment only as permitted by provisions of Title 5, Sections 51002, 55040-55043 and 58161.

### Noncredit - Title 5 Section 55002(c)

The course outline of record shall specify the number of contact hours normally required for a student to complete the course, the catalog description, the objectives, contents in terms of a specific body of knowledge, instructional methodology, examples of assignments and/or activities, and methods of evaluation for determining whether the stated objectives have been met.

The course allows repeated enrollment only as permitted by provisions of Title 5, Section 58161.

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

To claim apportionment, content and objectives must fall into one of nine areas (see New Noncredit Course cover sheet).

### Community Service Offering - Title 5 Section 55002(d)

The course is conducted in accordance with a predetermined strategy or plan.

Content designed for physical, mental, moral, economic or civic development content appropriate for enrollees.

The course is open to all members of the community willing to pay fees to cover the cost of the offering.
Chapter 3. Course Outline Addenda

3.1 Overview

Course Outline Addenda are intended to provide supplemental information on an alternate offering of an existing course. The Curriculum Committee currently considers two types of Course Outline Addenda:

- Distance Education Addenda
- Honors Section Addenda

In the case of Distance Education courses, the Addendum serves primarily to provide information about how the instructional methodology will change to suit the Distance Education Mode. Honors Section Addenda discuss how the normal course content and student assignments and evaluation are supplemented to serve Honors students.

3.2 Distance Education Addenda

3.2.1 Definitions and Regulations

In addition to face-to-face courses, a growing number of courses at City College are offered in one of several distance education formats. These formats include online courses and telecourses.

Title 5 defines Distance Education as follows:

Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology.

The State Chancellor's Office provides further definition of what is considered a distance education course:

A DE [Distance Education] course/section or session is defined as the use of technology utilized 51 percent or more of the time to deliver instruction during the course term and where the student and instructor are separated by distance. The delivery of instruction in the DE modality can include the use of one or a number of technologies. As an example, an instructor can use the Internet, email video and class lecture to deliver instruction (hybrid course). However, if the use of the combined mediated technology is 50 percent or less, or the student and instructor are not separated by distance, the course/section/session is considered a classroom-based traditional course/section/session.

3.2.2 Overview of the Addendum

Title 5 requires that any course being offered in a distance education format have separate review and approval:

Each proposed or existing course, if delivered by distance education, shall be separately reviewed and approved according to the district’s certified course approval procedures.

The Distance Education Addendum is City College's implementation of the requirements for separate approval of distance education courses. The Distance Education Addendum is not a Course Outline of Record; rather, it accompanies the Course Outline of Record, and describes how the distance education version of the course will differ from a traditional version of the course.
The Distance Education Addendum has several major parts:

**General Information**
This section has basic identification information for the course.

**Distance Education Justification**
This section should indicate how the content of the course is conducive to being offered in a distance education mode.

**Instructional Delivery**
This section has two parts. The first part identifies the basic distance education mode being used (e.g., telecourse, online). The second part is used to give specifics on student-instructor contact, including how students will be able to ask questions, and how instructors will prompt for contact with students.

**Instructional Methodology**
This section has five parts. The first two, Assignments and Evaluation and Modes, are used to describe the work that students will do, and the methods that will be used to evaluate the students' mastery of course major learning outcomes. The third section, Articulation, asks about the impact of a distance education mode on any course-to-course articulation agreements. The fourth section, Distance Evaluation Integrity, asks about the steps the instructor will use to verify the integrity of any distance evaluation methods used. The final section, Textbook and Instructional Materials, is used to describe the materials students will use in the course.

Detailed instructions for completion of the Distance Education Addendum are included later in this chapter.

### 3.2.3 Addendum Actions and the Curriculum Committee

#### Creating a new Distance Education Addendum

Before preparing the Distance Education Addendum, the department must have a current course outline of record approved by the Curriculum Committee. The Committee may decline to review Distance Education Addenda for those courses whose outlines are more than six years old.

Use the guidance in the rest of this chapter to develop the Distance Education Addendum. Departments are strongly encouraged to submit addenda for technical review prior to submission to the Curriculum Committee for review and approval.

Faculty who are new to the Distance Education modality may find that they need to be part-way through development of the distance education version of the course before they can address some of the specific items in the Distance Education Addendum.

Please note that it is possible to have multiple Distance Education Addenda associated with a particular course. Multiple Distance Education Addenda would be necessary if there will be significant differences between different Distance Education sections of the same course. For example:

- Both telecourse and online sections of the same course
• One section that is fully online, and another that has several face-to-face meetings during the term. Departments are encouraged to consult with the Curriculum Committee Chair when considering how to implement Distance Education Addenda.

**Revising a Distance Education Addendum**

A department should submit a revision of a Distance Education Addendum any time the specifics noted in the Distance Education Addendum are to be changed. For example:

- A course that had been offered as a telecourse will now use the online mode instead
- A course that had used in-person midterms and final exams will now use online exams

Departments shall submit a Distance Education Revision form, along with a copy of a new Distance Education Addendum.

**Deleting a Distance Education Addendum**

If a department has decided that it will no longer offer a distance education version of a course, it should submit a Removal of Distance Education Course form. This removal will be an informational agenda item for the Curriculum Committee.

3.2.4 **Details of the Distance Education Addendum**

The Distance Education Addendum is City College's implementation of the Title 5 requirement for separate review and approval of courses that are to be offered in a distance education mode. Like Course Outlines of Record, the Distance Education Addendum has a specific format. Templates for this format are available at the Curriculum Committee website [http://www.ccsf.edu/cc]. This section gives specific guidance and instructions for preparers of Distance Education Addenda.

**General Information**

**Date**

Fill in the month and year that the addendum will be brought before the Curriculum Committee. For example:

| A. Date | September 2007 |

**Department**

Fill in the full name of the department. For example:

| B. Department | Astronomy |

**Course Identifier**

Indicate the subject and course. For example:

| C. Course Identifier | MATH 70 |

**Course Title**

Indicate the catalog title of the course. For example:

| D. Course Title | Intro to Information Systems |

**Preparer**
Indicate the name of the Distance Education Addendum preparer. For example:

| E. Preparer | K. Leung |

**Department Chair**

Name and signature of department chair. For example:

| F. Department Chair | D. Kronish |

**Dean**

Name and signature of the appropriate school dean. For example:

| G. Dean | R. Francis |

**Distance Education Justification**

Use this section to give brief (1-2 paragraph) description of how the content of this course is conducive to the proposed method of distance education. Be sure to speak directly to the course content, and how the course's major learning outcomes can be achieved and/or enhanced in a distance education mode. For example:

- Students will be required to make regular postings and replies to online discussion boards, which will help them develop their abilities to compare and contrast....

- This course will have a large body of online quizzes. This will allow the students to get timely feedback on their own progress.

- This course will have lecture content delivered via EATV and eight face-to-face meetings. Students will be able to replay lecture content as often as necessary, which will enhance the level of discussion at the face-to-face meetings.

- Key concepts can be immediately illustrated via links to websites addressing...

Do *not* use this section to discuss factors that are outside of the purview of the Curriculum Committee:

- We expect enrollment to increase by offering this course online.

- We hope to be able to reach students who live outside of the San Francisco Bay Area.

- Offering this course as an online course will allow us to reach working professionals and other students who would otherwise not take a face-to-face class.

**Instructional Delivery**

**Use of Technology**

One of the qualities of Distance Education courses is that students and instructors interact through the assistance of communication technology. In this section, indicate the technology that is being used for student-instructor contact.
Student-Instructor Contact

All Distance Education courses need to have regular effective contact between students and instructors:

[Title 5 Section 55211] Subsection (a) stresses the responsibility of the instructor in a DE course to initiate regular contact with enrolled students to verify their participation and performance status. The use of the term “regular effective contact” in this context suggests that students should have frequent opportunities to ask questions and receive answers from the instructor of record...It is important that districts document how regular effective contact is achieved.

This section has three parts:

1. The means by which students can ask questions
2. The means the course instructor will use to verify student's participation
3. A section to indicate details on 1 and 2 above. When providing details, be sure to indicate the frequency of student-instructor contact. For example:

   • There will be eight face-to-face meetings through the semester.
   • The instructor will check email and discussion board postings at least three times per week for student questions.
   • The instructor will provide feedback after each of the ten assignments.

Instructional Methodology

This section is the most important section of the Distance Education Addendum. A distance education version of a course needs to have the same major learning outcomes and content as those specified in the course outline of record, but the nature of the distance education mode means that the instructional methodology must change.

Assignments

Use this section to indicate the assignments that students will perform during the course. For example:

   • Reading assignments from online course materials
   • Reflection postings to the online discussion boards on topics including...

Evaluation and Modes

Use this section to indicate how the student's mastery of the course major learning outcomes will be measured.

For each method of evaluation, be sure to indicate whether this evaluation is going to be performed remotely or in-person:

   • "Remote" are those assignments, quizzes, or exams that are submitted through an online course management system, and take-home exams or papers.
• "In-person" are assessments that are performed in the presence of the course instructor or an agreed-upon third-party proctor.

In addition to the mode of evaluation, be sure to indicate sample topics for each evaluation method.

For example:

• 10 remote quizzes on topics such as: ...
• An in-person final exam on topics such as: ...
• A remote final paper on topics such as: ...

**Articulation**

There is some concern that developing online sections of courses that have articulation agreements may have a negative impact on those agreements. In this section, please indicate that the department has discussed this impact with the Articulation Officer (if applicable).

**Distance Evaluation Integrity**

There is some concern about the integrity of student participation in distance education courses where much or all of the instructor's evaluation of student performance is done remotely. In this section, write 1-2 paragraphs explaining how the integrity of any remote evaluations used in this course will be maintained.

For example:

• The in-person final examination will verify the student's knowledge of the topics covered in the remotely delivered quizzes.
• The take-home final paper will be compared with in-person writing samples provided at the beginning and throughout the term for consistency of writing style
• The final project in the course has information that is unique to the individual student.

**Textbook and Instructional Materials**

The textbook and other instructional materials for a distance education version of a course will likely be different than the materials indicated on the course outline of record. Use this section to indicate which materials will be used in the distance education course, such as:

• Textbooks
• Instructor-developed materials
• Online resources
• Laboratory and library resources

See the section on textbooks in Chapter 2 for more examples on the types of items to include in this section.
3.3 Honors Sections

When considering offering an honors section of a course please review the Honors Program information in the General Information section of the catalog and contact the honors section coordinator.

To create an honors section of an existing course, create a document with the following information:

a. Additional and advanced components that will be covered in this course.

b. Additional measurable instructional objectives that the honors student will be expected to accomplish.

c. Reading, writing and special projects required for this course.

d. Augmented critical thinking skills the honors student will develop.

Submit 32 copies of:

- The “Other Actions” cover sheet
- This document
- The Course Outline of Record

Creation of an honors section is a proposal agenda item.
Chapter 4. Majors

4.1 Overview

Students pursuing an Associate’s Degree must satisfy several requirements for the degree. One requirement is the major requirement, which can be satisfied in several ways. One way is to take the courses identified as a major in the catalog. Students who pursue this option will have the name of the major appear on their City College transcripts.

Traditionally, City College of San Francisco did not create majors that would appear on student transcripts. Departments created Awards of Achievement to give students an opportunity to take an identified set of courses while pursuing the Associate’s degree, and have the name of the Award of Achievement appear on the student transcript. We have now shifted to using majors, and many departments have converted their Awards of Achievement into a major. The process of converting an Award of Achievement to a major is fairly straightforward – see 4.4 Converting an Award of Achievement for details.

4.2 Creating a New Major

Considerations

Creating a new major requires approval at several levels. Departments should be aware of the entire process before starting, to minimize the complexity of this process.

The final level of approval of a major is at the State Chancellor’s Office. Departments will need to complete the “Application for Approval – New Credit Program”. Departments are encouraged to meet with the Dean of Curriculum early in the process to review the components of this application. Completed applications that have been accepted at the State Chancellor’s office are available in the Curriculum Office for reference.

The first step in devising a major is deciding whether the program is transfer-oriented or occupationally-oriented. Table 24 Elements of New Major Applications identifies some of the items departments will need to identify in the application for approval of a new major.

<table>
<thead>
<tr>
<th>Table 24 Elements of New Major Applications</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New Transfer Program</strong></td>
</tr>
<tr>
<td>• Identify the four-year institutions the program will transfer to, including articulation agreements between the campuses.</td>
</tr>
<tr>
<td>• If the program is based on a model curriculum, identify that model curriculum.</td>
</tr>
<tr>
<td><strong>New Occupational Program</strong></td>
</tr>
<tr>
<td>• Identify relevant labor market information – are there enough projected job openings for the number of projected program completers?</td>
</tr>
<tr>
<td>• Survey of prospective employers</td>
</tr>
<tr>
<td>• If there’s an advisory committee, the names of members and minutes of key meetings with the committee</td>
</tr>
</tbody>
</table>

Departments pursuing a new transfer program can research articulation agreements online at www.assist.org. Contact the Articulation Director early in the process of developing your major.
Curriculum Committee

Once the relevant courses for a major have been identified, the next step in the process is for departments to bring the major to the Curriculum Committee for approval. Departments should prepare a document with the following information:

- Name of the Major
- Description of the Major
- Required and optional courses, with units
- Total number of units

In general, the format of this document should mirror how the major is to be printed in the Catalog. See Figure 43 Sample Major Text for one example; review the current Catalog for more examples.

<table>
<thead>
<tr>
<th>Major in Accounting</th>
</tr>
</thead>
<tbody>
<tr>
<td>The major in Accounting includes instruction in principles of accounting, auditing, cost accounting, and income tax procedure.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 1</td>
<td>4</td>
</tr>
<tr>
<td>MABS 60</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 2</td>
<td>4</td>
</tr>
<tr>
<td>ACCT 59</td>
<td>3</td>
</tr>
<tr>
<td>CLW 18</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 54</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

Consider the following when preparing this document:

- The Description should include general information about the program of study, and information about the transfer and/or occupational prospects of students who complete the program. This is also a good place to include any program-level student learning outcomes.

- Clearly define the required and optional courses for the major. Do not use phrases like “or equivalent course” – list any course equivalencies explicitly.

- Departments have flexibility in the way courses are listed. Some departments choose to identify courses based on semesters (first semester, second semester, etc.). Others choose to list a set of core courses, and then a set of optional courses. Still others create a set of core courses and then sets of courses in different tracks. All of these approaches are valid and appropriate. See the Catalog for examples.

- In general, the courses listed in a major must include any prerequisite courses. In some instances it is possible to create program prerequisites for a major. Departments considering program prerequisites should consult with the Matriculation Office before proceeding.

- If a proposed major includes coursework from another department, or could overlap the programmatic offerings of another department, departments should seek signoff from that department, using the spaces on the Program Actions cover sheet.
Once this document is complete, the department should attach the Program Actions cover sheet (available from the Curriculum Committee web site), obtain department chair and dean signatures, and submit the required number of copies to the Curriculum Office.

**Post-Curriculum Committee**

Once the Curriculum Committee has approved the major, the department needs to finish the “Application for Approval – New Credit Program” for submission to the State Chancellor’s Office. The Dean of Curriculum is available for assistance with this process.

**Publication in the Catalog**

Once a major has been approved by the Curriculum Committee, the name of the major will appear in the online catalog, and in the next printed version of the catalog, with a notation that the major is pending state approval. Details of the courses in the major will not be printed until after the department has prepared the application for submission to the State Chancellor’s Office. When the State Chancellor’s Office has approved the major, the Dean of Curriculum will make appropriate announcements to the department, counselors, and Registration and Records staff, indicating the date of acceptance and the date which students will be able to petition for the major. Full details of the major will be published in the next print catalog and online.

### 4.3 Revising a Major

Once a major has been approved, revisions of the major generally require much less paperwork. If the revisions are keeping within the original scope of the major, departments can submit a revised document describing the new requirements of the major, along with the Program Actions cover sheet. Follow the directions on the cover sheet when submitting copies to the Curriculum Office.

Please note that if a department revises the course number or title of one or more courses in a major, that these changes will propagate automatically to the text in the major. No separate Curriculum Committee action is required for these changes to take place.

Departments should take care when deleting courses that are included in a major. The deleted course will be removed from the set of required courses for the major. Adding a replacement course requires submission of a revised copy of the major.

Departments wishing to make significant changes to a major – adding a new option, changing the focus of the major, etc. – should consult with the Dean of Curriculum before proceeding.

Departments wishing to delete a major can do so by submitting one copy of the Program Actions cover sheet, with appropriate signatures. Deletion of a major will be handled as an informational agenda item by the Curriculum Committee.

### 4.4 Converting an Award of Achievement to a Major

If a department has an established Award of Achievement, they can convert this Award of Achievement to a Major. Departments should prepare a document as described above, and submit it to the Curriculum Office, following the directions on the Program Actions cover sheet.

When converting an Award of Achievement into a Major, departments have some latitude to change the required courses. If the changes in required courses are significant, additional State Chancellor Office paperwork may be required. Contact the Dean of Curriculum before proceeding.
Departments who want to create a Certificate of Achievement from an existing Award of Achievement will need to prepare additional paperwork to be submitted to the State Chancellor’s Office. In most cases, the paperwork is less significant than the paperwork required to create a new program. Contact the Dean of Curriculum before proceeding.
Chapter 5. Certificates

5.1 Overview

Certificates are a way to recognize student achievement for students who are not pursuing an Associate Degree, or who are taking non-credit coursework. Credit certificate programs can be oriented towards either career or general education. Noncredit certificate programs generally can be designed to prepare students to progress in a career path or to prepare for degree-applicable or nondegree-applicable coursework.

5.1.1 Types of Credit Certificates

A **Certificate of Achievement** is a sequence of courses consisting of 18 or more units of degree-applicable coursework. Certificates of Achievement must be approved by the Curriculum Committee and the State Chancellor’s Office. Students who successfully petition for a Certificate of Achievement will have the name of the certificate appear on their transcript.

A **Certificate of Accomplishment** is a sequence of courses consisting of fewer than 18 units of degree-applicable coursework. Certificates of Accomplishment must be approved by the Curriculum Committee, but do not need State Chancellor Office’s approval. Students who successfully petition for a Certificate of Accomplishment will *not* have the name of the certificate appear on their transcript.

Note: it is possible to submit certificates of 12-18 units to the State Chancellor’s Office for approval as a Certificate of Achievement. Contact the Dean of Curriculum for details.

5.1.2 Types of Noncredit Certificates

A **Certificate of Completion** is a sequence of courses designed to prepare students to progress in a career path or to undertake degree-applicable or non-degree applicable credit courses.

A **Certificate of Competency** is a sequence of courses preparing students to demonstrate achievement in a set of competencies that prepares the student to progress in a career path or to undertake degree-applicable or non-degree applicable credit courses.

Both types of noncredit certificates require approval by the Curriculum Committee and the State Chancellor’s Office.

5.1.3 Financial Aid Implications

Students pursuing a credit certificate of 16 or more units, or a noncredit certificate of 600 or more units, may be able to receive financial aid while they are pursuing the certificate. Contact the Dean of Financial Aid and Dean of Curriculum for details.

5.2 Creating a New Certificate

Considerations

As noted above, creating a new certificate may require approval at several levels. Departments should be aware of the entire process before starting, to minimize the complexity of this process.
For Certificates of Achievement, the final level of approval is at the State Chancellor’s Office. Departments will need to prepare the “Application for Approval – New Credit Program”. Departments are encouraged to meet with the Dean of Curriculum early in the process to review the components of this application. Completed applications that have been accepted at the State Chancellor’s office are available in the Curriculum Office for reference.

For Certificates of Completion or Competency, the final level of approval is at the State Chancellor’s Office. Unlike credit certificates, the application for approval of noncredit certificates is much less complex, and can typically be done by Curriculum Office staff in consultation with the originating department.

**Curriculum Committee**

Once the relevant courses for a certificate have been identified, the next step in the process is for departments to bring the certificate to the Curriculum Committee for approval. Departments should prepare a document with the following information:

- Name of the Certificate
- Description of the Certificate
- Required and optional courses, with units (credit courses) or hours (noncredit courses)
- Total number of units (credit courses) or hours (noncredit courses)

In general, the format of this document should mirror how the certificate is to be printed in the Catalog. See Figure 44 Sample Certificate Text for one example; review the current Catalog for more examples.

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MRKT 140</td>
<td>3</td>
</tr>
<tr>
<td>MRKT 122</td>
<td>3</td>
</tr>
<tr>
<td>ACCT 1</td>
<td>3</td>
</tr>
<tr>
<td>MRKT 148</td>
<td>3</td>
</tr>
<tr>
<td>SMB 135</td>
<td>3</td>
</tr>
<tr>
<td>INTR 163</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Units</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

**Certificate of Achievement in Marketing**

The Certificate of Achievement in Accounting offers students interested in careers in advertising, professional sales, marketing research, business management, business promotion, and other marketing jobs specialized training for career advancement and employment.

Consider the following when preparing this document:

- The description should include general information about the program of study, and information about the transfer and/or occupational prospects of students who complete the program. This is also a good place to include any program-level student learning outcomes.
- Clearly define the required and optional courses for the certificate. Do not use phrases like “or equivalent course” – list any course equivalencies explicitly.
- Departments have flexibility in the way courses are listed. Some departments choose to identify courses based on semesters (first semester, second semester, etc.). Others choose to list a set of core courses,
and then a set of optional courses. Still others create a set of core courses and then sets of courses in different tracks. All of these approaches are valid and appropriate. See the Catalog for examples.

- In general, the courses listed in a certificate must include any prerequisite courses. In some instances it is possible to create program prerequisites. Departments considering program prerequisites should consult with the Matriculation Office before proceeding.
- If a proposed certificate includes coursework from another department, or could overlap the programmatic offerings of another department, departments should seek signoff from that department, using the spaces on the Program Actions cover sheet.

Once this document is complete, the department should attach the Program Actions cover sheet (available from the Curriculum Committee web site), obtain department chair and dean signatures, and submit the required number of copies to the Curriculum Office.

**Post-Curriculum Committee**

For Certificates of Achievement, once Curriculum Committee approval has been obtained, the department needs to finish the “Application for Approval – New Credit Program” for submission to the State Chancellor’s Office. The Dean of Curriculum is available for assistance with this process.

**Publication in the Catalog**

Credit Certificates of Accomplishment submitted before the printed catalog deadline date will be published in the next version of the printed catalog.

Certificates requiring approval by the State Chancellor’s Office will initially have only their name published in the online catalog, and in the next printed version of the catalog, with a notation that the certificate is pending state approval. Details of the courses in the certificate will not be printed until after the appropriate application to the State Chancellor’s Office has been submitted. When the State Chancellor’s Office approval has been obtained, the Dean of Curriculum will make appropriate announcements to the department, counselors, and Registration and Records staff, indicating the date of acceptance and the date which students will be able to petition for the certificate. Full details of the certificate will be published in the next print catalog and online.

**5.3 Revising or Deleting a Certificate**

Once a certificate has been approved, revisions generally require much less paperwork. If the revisions are keeping within the original scope of the certificate, departments can submit a revised document describing the new requirements of the certificate, along with the Program Actions cover sheet. Follow the directions on the cover sheet when submitting copies to the Curriculum Office.

Please note that if a department revises the course number or title of one or more courses in a certificate, that these changes will propagate automatically to the text in the certificate. No separate Curriculum Committee action is required for these changes to take place.

Departments should take care when deleting courses that are included in a certificate. The deleted course will be removed from the set of required courses. Adding a replacement course requires submission of a revised copy of the certificate.

Departments wishing to make significant changes to a certificate – adding a new option, changing the focus of the major, etc. – should consult with the Dean of Curriculum before proceeding. If the certificate had required State Chancellor Office’s approval, additional paperwork may be required.
Departments wishing to delete a certificate can do so by submitting one copy of the Program Actions cover sheet, with appropriate signatures. Deletion of a certificate will be handled as an informational agenda item by the Curriculum Committee.
Chapter 6. Establishment of Prerequisites, Corequisites, and Advisories

6.1 Overview

6.1.1 Purpose of this Chapter

The purpose of this chapter is to provide course outline preparers, program coordinators, department chairs, and Curriculum Committee members with guidance as they start the process of establishing course or program prerequisites, corequisites, and advisories. The Matriculation Office coordinates the review process of all proposed requisites. The process, in brief:

- Departments submit the necessary Request and Review documentation to the Assessment and Prerequisite Coordinator (of the Matriculation Office), who reviews and advances the documentation to the Prerequisite Review Subcommittee (of the Curriculum Committee).
- The Subcommittee reviews the documentation on behalf of the full Curriculum Committee and recommends approval or disapproval of the prerequisite, corequisite, or advisory.
- Requisites that are recommended for approval are placed on the Curriculum Committee meeting agenda for full Committee consideration of approval.

Questions about procedures for selection or establishment of prerequisites, corequisites, and advisories should be directed to the Assessment and Prerequisite Coordinator in the Matriculation Office.

6.1.2 When are Prerequisites or Corequisites Required?

Evaluation of the need for the establishment of prerequisites or corequisites to a new credit, degree-applicable course is initiated either by the department proposing the course or by the College Curriculum Committee. The final determination of need is based on the following Title 5 guidelines:

1. When the College Curriculum Committee determines 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 a prerequisite or corequisite shall be established.

2. If success in the course is dependent on communication or computation skills which are not taught in the target course, then prerequisites or corequisites equivalent to eligibility for associate-degree level English and/or math courses shall be established.

If either of these conditions exists, the Curriculum Committee approval of the course for degree-applicability is contingent upon assurance that the department has begun efforts to establish the necessary prerequisites.

The specific policies for the establishment of CCSF prerequisites, corequisites, and advisories is based on the CCCCO “Model District Policy on Prerequisites, Corequisites, and Advisories on Recommended Preparation”\(^2\).

\(^2\) http://www.curriculum.cc.ca.us/Curriculum/RegulationsGuidelines/Downloads/ModelDistrictPolicy.pdf
6.1.3 Course Approval and Pre/Corequisite Approval: Two Separate Processes

Section II.C of the Course Outline of Record is used to indicate any proposed prerequisite, corequisites, and/or advisories for a course and the Curriculum Committee considers this section when examining the outline for approval. However, approval of the course outline of record is *not sufficient* for approval of any prerequisites, corequisites, and advisories listed. Approval of the prerequisite, corequisite, or advisory requires *separate action* of the Curriculum Committee. Inclusion of approved prerequisites, corequisites, and advisories on the Course Outline of Record is required prior to submission of the course to the CCC System Office.

Departments are encouraged to work with the Matriculation Office on prerequisites, corequisites, and advisories at the same time as they work on the related course outline of record.

6.2 Selection of Type and Level of Preparation

When contemplating the type of preparation needed for a course, departments must decide whether the preparatory knowledge/skills are either recommended or required. Consider the following:

- If a student is *highly unlikely* to receive a satisfactory grade in a degree-applicable course unless he possesses preparatory skills not taught in the course, then a prerequisite must be established.

- If two courses work in parallel, where the skills gained during the same term in one course provide essential support of the objectives of the other course, then these courses must be established as *corequisites*.

- *Advisories* should be established if a student’s likelihood of receiving a satisfactory grade in a course is greater if he possesses preparatory skills (not taught in the course). Advisories are not required and do not limit enrollment. They are intended as guidance for students.

6.2.1 Level of ENGL, ESL, MATH Prerequisite to a Course or Program

If communication or computation skills are needed for success in the target course or program, then the department will need to consider the appropriate English, ESL, or math course-level that will provide the preparation needed. For credit degree-applicable courses, Title 5 stipulates the establishment of prerequisites equivalent to eligibility for A.A. level English, ESL, and Math courses. At CCSF, this means eligibility for ENGL 96, ESL 170 and MATH 860. However, for non degree-applicable courses, the course-level of prerequisites will likely be lower.

Departments should consult with the English, ESL or Math Departments for their recommendations regarding prerequisite course-levels based on their review of course material (e.g. textbooks, assignments, evaluation criteria). If needed, the Assessment and Prerequisite Coordinator can facilitate these communications.
6.3 Completing the Review Process to Establish Prerequisites, Corequisites, and Advisories

To request approval for a prerequisite, corequisite, or advisory, departments complete and submit the following two forms to the Matriculation Office (along with course outlines of the requisite and target courses).

- **Request for Approval of Prerequisite, Corequisite, or Advisory Form** (signed by department chair and school dean)
- **Content Review Form** (completed by faculty who have taught the requisite and target courses).

These forms are available from the Matriculation Office, and also from the Curriculum Committee web site.

6.3.1 Content Review

Content Review is the only level of review required to establish an advisory or a sequential prerequisite within a discipline (e.g. CHEM 40 → CHEM 101A, or ESL 130 → ESL 140.) The requesting department will facilitate the completion of the Content Review Form.

Content Review Process:

On this form, faculty who teach the target and prerequisite/corequisite/advisory course describe the relationship between the target and requisite courses as follows:

In **Column 1**, list the major skills/knowledge that the student will possess through successful completion of the requisite course, and which are essential (prerequisite) or recommended (advisory) for success in the target course. This major skills/knowledge should be reflected in the Learning Outcomes section of the course outline.

In **Column 2**, explain why the skills/knowledge learned in the requisite course are essential (prerequisite) or highly recommended (advisory) for success in the target course. Refer to specific content and instructional methodology (e.g. assignments, instructional materials) of the target course. These details can be written as a paragraph or a list.

At the bottom of the form, list the names and departments of three faculty who wrote or were consulted in the writing of the Content Review, and who are knowledgeable about the requisite and/or target course. This “Content Review Panel” usually includes the department chair of the target course.
Models of completed Content Review Forms

The following Content Review clearly describes how the knowledge/skills learned in GRPH 101A (Column 1) are necessary for the successful completion of assignments and understanding of concepts taught in GRPH 101B (Column 2).

Table 25: Prerequisite Content Review Form

<table>
<thead>
<tr>
<th>Column 1: Knowledge/Skills learned in GRPH 101A:</th>
<th>Column 2: Knowledge/Skills learned in GRPH 101A are applied in GRPH 101B as follows:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Construct single- and multi-page documents w/ text and image according to industry standards.</td>
<td>GRPH 101B is an advanced Adobe InDesign page layout course, requiring an understanding of basic page layout techniques and principles taught in 101A, such as creating single-page and multi-page documents, setting type according to professional standards, and importing graphics and manipulating them.</td>
</tr>
<tr>
<td>2. Apply &amp; understand basics of typesetting.</td>
<td>The advanced course instructs students to</td>
</tr>
<tr>
<td>3. Create &amp; apply styles to format text &amp; objects.</td>
<td>1) Build more complex, multi-page documents</td>
</tr>
<tr>
<td>4. Create &amp; manage graphic elements on the page.</td>
<td>2) Create and work w/ templates and grids using master pages, styles, and libraries.</td>
</tr>
<tr>
<td>5. Create and apply spot and process color to text and objects.</td>
<td>3) Utilize advanced typesetting, as well as specialized formatting skills such as tables and books.</td>
</tr>
<tr>
<td>6. Preflight and package a document.</td>
<td>4) Utilize imposition and custom layouts that build on basic document construction skills,</td>
</tr>
</tbody>
</table>

GRPH 101B is an advanced Adobe InDesign page layout course, requiring an understanding of basic page layout techniques and principles taught in 101A, such as creating single-page and multi-page documents, setting type according to professional standards, and importing graphics and manipulating them.

The advanced course instructs students to
1) Build more complex, multi-page documents
2) Create and work w/ templates and grids using master pages, styles, and libraries.
3) Utilize advanced typesetting, as well as specialized formatting skills such as tables and books.
4) Utilize imposition and custom layouts that build on basic document construction skills,
5) Utilize advanced image manipulation practices such as using transparency and other effects
6) Practice custom preflight for various output needs.

A student unfamiliar with the concepts and practices presented in GRPH 101A would be highly unlikely to receive a satisfactory grade in GRPH 101B.

Content Review Documentation Checklist:

- Separate Content Review documentation for each prereq, coreq, or advisory
- Names of three content Review panelists listed on Content Review Form
- Course outlines of both requisite course and target course attached
- Signatures of dept chair and school dean on Request for Approval Form

6.3.2 Additional Review

When proposed prerequisites/corequisites are not from the same discipline as the target course – e.g. communication or mathematics prerequisites to non-communication or non-math courses, the department will need to provide additional evidence of the appropriateness of the prerequisite/corequisite. Either of the following two types of evidence is acceptable:

a. Evidence that at least three CSU and/or UC campuses have established the same level of prerequisites for the same level target course.

b. Student outcome data (e.g. final grades) demonstrating that students’ satisfaction of the prerequisite is correlated to success in the target course. To allow time for data collection, the department may establish
English, ESL and/or math prerequisites for a course on a pilot basis, using only the Content Review process. After two years, if data demonstrate that students are “highly unlikely to succeed in the course without possessing (language or math) skills not taught in the course,” then the prerequisite (or corequisite) will remain in effect. The Assessment and Prerequisite Coordinator facilitates the processes of data collection and analysis in collaboration with the Office of Research and the instructional department.

### 6.4 Enforcement of Prerequisites and Corequisites

Once a prerequisite or corequisite has been approved by the Curriculum Committee, the department is expected to consistently enforce it for all sections of the course, preferably through the Banner course-registration system before the start of classes. Students who don’t meet the stated prerequisite are blocked from enrolling in the course, and are referred to the Matriculation Office if they have questions. Contact the Assessment and Prerequisite Coordinator, Matriculation Office, for further information about Banner enforcement of prerequisites.

Students may challenge a prerequisite on the grounds that they have the prior knowledge or ability to succeed in the course despite not meeting the stated prerequisite. For a description of the challenge process, see Challenge of a Prerequisite or Corequisite in the online or print CCSF Catalog.

### 6.5 Limitations on Enrollment

A “Limitation on Enrollment” specifically refers to a condition or requirement that a student must meet prior to enrollment in the following types of courses:

**Performance Courses**

Courses in this area include intercollegiate athletics, theatre arts, and music, for which an audition or tryout may be required.

**Honors Courses**

Honors courses require a specific scholastic aptitude prior to enrollment as students enrolled in honors sections will be expected to perform coursework at a higher standard than in traditional sections of the course.

**Cohort Courses or Sections**

This refers to courses or sections in which enrollment is designated for a specific cohort of students. Examples include learning communities such as the Puente Program.

If you would like to establish a Limitation on Enrollment, contact the Assessment and Prerequisite Coordinator.
Chapter 7. Course Articulation, Graduation Requirements, and Transferability

7.1 Overview

Once a credit, degree applicable course has been approved by the Curriculum Committee and the State Chancellor’s Office, it may be eligible to satisfy CCSF Graduation Requirements, and/or be accepted at a variety of articulation levels with four-year schools. The determination of a course’s applicability to any of these is mostly outside of the purview of the Curriculum Committee. The guidance here is intended to shed some basic light to the processes involved, and to provide information to course outline developers who are hoping that their course will be accepted for graduation requirements or for articulation. Outline preparers and department chairs who hope to have the course satisfy one or more of these areas are encouraged to involve the Articulation Officer early in the process of developing a course outline.

7.2 CCSF Graduation Requirements

There are several areas of general education requirements required for the CCSF Associate’s Degree. The Bipartite Committee for Graduation Requirements meets annually to consider adding new courses to each of these areas. Courses considered for inclusion in one of the General Education areas must be introductory in nature, which generally means they have no prerequisites. A prerequisite may be acceptable if it is a course that is often taken at the high school or pre-collegiate level. This would include courses in foreign language, English, ESL and math.

Departments typically submit courses for consideration in November, and the Bipartite Committee typically meets in February. Table 26: CCSF General Education Areas has excerpts from the State Board of Governors’ Resolution regarding General Education Requirements, and gives guidance on the attributes that are required for each of the CCSF general education areas.

<table>
<thead>
<tr>
<th>CCSF GE Area</th>
<th>Required Attributes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Communication and Analytical Thinking</td>
<td>Courses in language and rationality are those which develop for the student the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses. Courses fulfilling the communication and analytical thinking requirement include oral communication, mathematics, logic, statistics, computer languages and programming, and related disciplines.</td>
</tr>
<tr>
<td>B: Written Composition</td>
<td>Courses fulfilling the written composition requirement should include both expository and argumentative writing</td>
</tr>
<tr>
<td>CCSF GE Area</td>
<td>Required Attributes</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>C: Natural Sciences</td>
<td>Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the General Education requirement in natural sciences, a course should help the student develop an appreciation and understanding of the scientific method, and encourage an understanding of the relationships between science and other human activities. This category would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physics and other scientific disciplines.</td>
</tr>
<tr>
<td>D: Social and Behavioral Sciences</td>
<td>Courses in the social and behavioral sciences are those which focus on people as members of society. To satisfy the general education requirement in social and behavioral sciences, a course should help the student develop an awareness of the method if inquiry used by the social and behavioral sciences. It should stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate. This category would include introductory or integrative survey courses in anthropology, economics, history, political science, psychology, sociology, and related disciplines.</td>
</tr>
<tr>
<td>E: Humanities</td>
<td>Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course should help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments. Such courses could include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.</td>
</tr>
<tr>
<td>F: US History and Government</td>
<td>Through its general education program, the College intends to graduate students who...have developed an appreciation and understanding of American history and government so that they can be responsible and active citizens.</td>
</tr>
<tr>
<td>G: Physical Skills and Health Knowledge</td>
<td>Through its general education program, the College intends to graduate students who...have developed an appreciation and understanding of the physical skills and health knowledge essential for mental and physical well-being.</td>
</tr>
</tbody>
</table>
Through its general education program, the College intends to graduate students who have demonstrated the ability to apply scholarship in the study of American Ethnic/Racial Minorities, Women, Gays and Lesbians, and have demonstrated ability in at least two of the following learning outcomes:

1. Identify the ways in which the historical and cultural/aesthetic experiences of women, different ethnic/racial minority groups, gays and lesbians, are similar to and different from each other.
2. Identify their own value systems and/or styles of creative expression and those of other ethnic/racial groups, women, gays and lesbians.
3. Develop the understandings and behavioral competencies necessary for effective interpersonal and interethnic, female and gay and lesbian group interactions, i.e.,
   a. Recognize the diversity of attitudes and values which are projected in verbal and nonverbal behavior;
   b. Recognize the dynamics of interpersonal interactions from others’ perspectives;
   c. Identify ethnic/racial, gender, gay and lesbian stereotypes
4. Develop their socio-cultural participation skills, decision-making abilities, and political awareness in order to be effective citizens in an ethnically, racially, sexually, and culturally diverse nation.

All proposals of courses to satisfy this requirement must identify which of the general outcomes listed above that the course provides.

For more information about the Bipartite Committee’s process and general education requirements, contact the officers of the City College Academic Senate.

### 7.3 CSU Transferability

Almost all degree applicable courses at City College can be used for general or elective credit at CSU campuses. The CSU system has delegated the responsibility of identifying courses that are applicable for CSU elective credit to individual community colleges. As of Fall 2007, the only degree-applicable courses that do not qualify for CSU Elective Credit are:

- Child Development 108A
- English 96
- Engineering Technology 108A
- Math 835, 840, 850, 855, 860
- Work Experience 805, 806, 807
7.4 University of California (UC) Transferability
Only courses that have been reviewed and approved by the UC Office of the President may be used for general or elective credit at UC campus. The basic principles used by UC in determining the transferability of community college courses are:

- Courses should be comparable to those offered at the lower division level at any of the UC campuses; and
- Courses not equivalent to any offered at UC must be appropriate for a university degree in terms of purpose, scope, and depth.

Courses that are approved by the Curriculum Committee are automatically reviewed by the CSU/UC Breadth Committee at City College, which recommends courses to submit to the UC Office of the President for UC transferability. The CSU/UC Breadth Committee typically meets once a semester.

Departments are encouraged to discuss the option of UC transferability with the Articulation Officer.

7.5 CSU General Education Requirements
The CSU General Education pattern allows students to complete their lower division general education requirements at the community college prior to transferring to a CSU campus. Courses that are approved by the Curriculum Committee are automatically reviewed by the CSU/UC Breadth Committee at City College, which recommends courses to submit to the CSU Chancellor’s Office for acceptance in one of the CSU GE areas. Table 27: CSU General Education Areas lists the various GE areas and their related sub-areas.

<table>
<thead>
<tr>
<th>CSU GE Area</th>
<th>Sub-Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Communication in the English Language and Critical Thinking</td>
<td>A1: Oral Communication</td>
</tr>
<tr>
<td></td>
<td>A2: Written Communication</td>
</tr>
<tr>
<td></td>
<td>A3: Critical Thinking</td>
</tr>
<tr>
<td>B: Physical Universe and its Life Forms</td>
<td>B1: Physical Science</td>
</tr>
<tr>
<td></td>
<td>B2: Life Science</td>
</tr>
<tr>
<td></td>
<td>B3: Laboratory Activity (taken with a course from B1 or B2)</td>
</tr>
<tr>
<td></td>
<td>B4: Mathematics/Quantitative Reasoning</td>
</tr>
<tr>
<td>C: Arts, Literature, Foreign Language, and Philosophy</td>
<td>C1: Arts</td>
</tr>
<tr>
<td></td>
<td>C2: Humanities</td>
</tr>
</tbody>
</table>
CSU GE Area | Sub-Areas
---|---
D: Social, Political, and Economic Institutions and Behavior, Historical Background | D0: Sociology and Criminology  
D1: Anthropology and Archeology  
D2: Economics  
D3: Ethnic Studies  
D4: Gender Studies  
D5: Geography  
D6: History  
D7: Interdisciplinary Social or Behavioral Science  
D8: Political Science, Government, and Legal Institutions  
D9: Psychology

e: Lifelong understanding and self-development.

CSU has a statewide graduation requirement of United States History, Constitution and American Ideals (commonly known as American Institutions). Courses approved for this requirement may also be used to satisfy CSU GE requirements. The CSU/UC Breadth Committee at City College also reviews these courses for submission to the CSU Chancellor’s Office.

Departments are encouraged to discuss CSU GE and American Institutions acceptance with the Articulation Officer, and have the opportunity to provide input on which GE areas best match their courses.

### 7.6 IGETC

IGETC (Intersegmental General Education Transfer Curriculum) is the GE pattern students can follow to complete the lower division general education requirements for either the CSU or UC systems. Courses that are approved by the Curriculum Committee are automatically reviewed by the CSU/UC Breadth Committee at City College, which recommends courses to submit to the CSU and UC system offices for IGETC approval. Only UC transferable courses can be approved for IGETC. Table 28: IGETC Areas summarizes IGETC areas and any sub-areas.

<table>
<thead>
<tr>
<th>IGETC Area</th>
<th>Sub-Areas</th>
</tr>
</thead>
</table>
| 1: English Communication | 1A: English Composition  
1B: Critical thinking – English Composition  
1C: Oral communication (CSU only) |
| 2: Mathematical Concepts and Quantitative Reasoning | |
| 3: Arts and Humanities | 3A: Arts  
3B: Humanities |
IGETC Area | Sub-Areas
--- | ---
4: Social and Behavioral Sciences | 4A: Anthropology  
4B: Economics  
4C: Ethnic studies  
4D: Gender Studies  
4E: Geography  
4F: History  
4G: Interdisciplinary  
4H: Political Science  
4I: Psychology  
4J: Sociology
5: Physical and Biological Sciences |  
6: Language other than English (UC only) |  

Again, departments are encouraged to discuss IGETC acceptance with the Articulation Officer.

### 7.7 Course-to-Course Articulation

The highest level of articulation is course-to-course articulation, where a course (or set of courses) at City College is considered the equivalent of a course at another institution, and generally counts towards lower division requirements of the major or discipline at that institution. The Articulation Officer, usually working with the department chair or advisors, will submit courses to the articulation officers of other institutions for course-to-course articulation consideration. The acceptance of a particular course is typically the determination of the respective department at the other institution. Departments at City College are encouraged to establish relationships with their counterparts at other campuses to help facilitate the review and acceptance of course-to-course articulation agreements.

### 7.8 Articulation Resources

There are many articulation resources and programs that departments should be aware of. Contact the Articulation Officer if you would like more information about the following:

- **ASSIST** – The official web-based clearinghouse for articulation between California community colleges, UCs and CSUs. Contains detailed information about how City College courses meet major requirements at individual CSU and UC campuses, and identifies those courses that have been approved for UC transferability, CSU GE, CSU United States History, Constitution and American Ideals, and IGETC.
  
  [www.assist.org](http://www.assist.org)

- **CCSF Articulation Webpage** – Contains links to public and private college articulation agreements with CCSF, university and college catalogs, general education handouts, and other resources.
  
  [www.ccsf.edu/artic](http://www.ccsf.edu/artic)

- **CAN (California Articulation Number)** – The course numbering system used by post-secondary institutions in California, primarily CSU and community colleges. Courses that were approved with a
CAN designation (e.g., CAN PSY 2) were automatically articulated with another intuition’s course that shared the same CAN number. The CAN project was defunded in 2005, and is slowly being phased out and “replaced” by LDTP and C-ID.

www.cansystem.org

- LDTP (Lower Division Transfer Pattern) – A CSU-sponsored project, still under development, that maps out lower division requirements for their more popular transfer majors. These “road maps” include statewide general education, major preparation courses accepted by CSU campuses statewide, and major preparation courses required at individual CSU campuses.

  www.calstate.edu/acadaff/ldtp/

- C-ID (Course Identification Number System) – A newly funded project, sponsored by California Community Colleges (CCC) Chancellor’s Office, to develop a voluntary, “supra-numbering” system that links courses at CCCs, CSUs, UC, and possibly California private colleges.
Chapter 8. Standing Rules of the Curriculum Committee

8.1 Membership and attendance

Composition. The Committee shall consist of twenty-seven members.

1. Faculty. Eighteen faculty appointed for staggered three-year terms by the Executive Council of the Academic Senate.
2. Administrators. Six administrators appointed for staggered three-year terms by the Chancellor or his/her designee.
3. Students. Two students appointed for one-year by the Executive Council of the Associated Students.
4. Classified. One classified staff person appointed for a two-year term by the SEIU.

Appointments. At the final Committee meeting of each academic year, the Committee's main item of business will be to seat new members and to elect a Chairperson for the coming academic year, thus providing necessary continuity and providing for efficient operation of the Committee. To this end:

1. Faculty. The Executive Council of the Academic Senate will name its new appointees to the Committee no later than one week prior to the last published business meeting of the Committee (the second to last Committee meeting of the academic year). Faculty members can serve no more than two consecutive terms.

Representation. Faculty appointments are proportional and categorical by representative groups:

<table>
<thead>
<tr>
<th>Group</th>
<th>Membership</th>
<th>Description</th>
</tr>
</thead>
</table>
| A     | 3          | Behavioral Science  
          | Social Science  
          | Business      |
| B     | 3          | Engineering  
          | Mathematics  
          | Sciences      |
| C     | 3          | English  
          | English as a Second Language  
          | Foreign Languages |
| D     | 3          | Physical Education and Dance  
          | Visual Arts  
          | Performing Arts |
| E     | 3          | Professional Occupations |
| F     | 2          | Student Services  
          | Special Programs |
| G     | 1          | Library  
          | Learning Resources |
The Senate maintains a balance of credit and noncredit faculty, of full-time and part-time faculty, always assuring that full-time faculty hold a majority of the seats. The Senate also strives to have appointments that reflect faculty diversity.

**Appointments.** Faculty members who are interested in serving on the Curriculum Committee can contact the Academic Senate office or an executive council member.

2. **Administrators.** The Chancellor will name his/her six appointees, two per year, to the Committee no later than one week prior to the last published business meeting of the Committee. Administrators are appointed for three-year terms. Traditionally, four administrative positions are appointed from the instructional deans with the Dean of Curriculum as a permanent appointment. One administrative appointment is from Student Services. The sixth position is rotated between Instruction and Services.

3. **Students.** As students are appointed by the Associated Students, it shall be the duty of the Committee chairperson to contact the AS President at the beginning of the fall semester to request appointment of students. At the first Committee meeting of the academic year, student members will be seated.

4. **Classified.** The SEIU will name their appointee to the Committee no later than one week prior to the last published business meeting of the Committee. The classified member is appointed for a three-year term.

**Replacement.** If a member cannot complete the term of appointment, the appointing body will appoint a replacement member to complete the original term. Once a member completes a replacement term, said member is eligible for appointment to his or her own term(s).

These procedures will allow the Committee time to invite appointees to its final meeting, a personnel meeting at which seating and orientation of new members will occur and the Chairperson for the next year will be elected.

**Orientation and training.** Parts of Curriculum Committee meetings (executive session) will be devoted to the orientation and training of new members. Review of the basic concepts of course outlines will be covered.

**Mentoring.** The chair will assign a mentor to each new member. The new member and the mentor are to meet before and after the new member's second Curriculum Committee meeting. At the mentor-mentee meeting the following items are to be covered:

1. Basics of reviewing outlines (all sections),
2. Review of the submission forms,
3. Review of several proposals,
4. Review of committee procedures (agenda, discussion, motions, minutes),
5. Review of committee actions.

**Attendance.** Proper and efficient functioning of the Committee depends on regular attendance of the membership. To this end:

In the case of a member who is absent for two consecutive meetings and fails to appear at a third consecutive meeting, the Committee may vote to drop that member from the membership roster and request a new appointee from the appointing body.

The single exception to this rule is in the case of a faculty member who is awarded a one-semester leave. As long as said one-semester leave is not for the final semester of the faculty member's service on the Committee, the Academic Senate Executive Council has ruled that the faculty member maintains his/her seat on the committee and does not forfeit his/her appointment.
Chair. The chairperson is elected by the continuing members of the committee at the last meeting of the academic year. The chairperson of the Curriculum Committee is to be a faculty member of the Committee. The Dean of Curriculum will conduct the election of the chair.

8.2 Proposals

Submission deadlines. The deadline for submitting proposals to be placed on a Curriculum Committee meeting agenda is 3:00 PM, Wednesday, two weeks prior to a scheduled Curriculum Committee meeting. The deadline for submitting proposals (one copy) for technical review is two weeks prior to the deadline for agenda submission (i.e., four weeks prior to the actual Curriculum Committee meeting).

Basic criteria. In accordance with Title 5 regulations and City College policy, the following basic criteria have been established for new courses:

1. The course shall be part of a recognized discipline,
2. The course shall be properly of a lower division nature,
3. There shall be reasonable prospective class enrollment,
4. There shall be a competent instructor available,
5. There shall be documented department approval.

Curriculum Committee forms. All course outlines must be on approved City College of San Francisco Curriculum Committee forms as indicated below and must, in compliance with Title 5, and supply all information requested on those forms. The forms have specific instructions on submission. Contact the Curriculum Committee Chair or Dean of Curriculum with questions.

Signatures. All forms and course outlines must have signatures of the department head and the school/area dean as needed.

Submission and presentation. All proposals must be submitted in writing to the appropriate department head for his/her review. That department head or his/her designate, has the responsibility of notifying the Committee with regard to placing a proposal on the agenda. Furthermore, the department head or his/her representative, will be present at the appropriate meeting to provide the Committee with any additional information that it may require in order to act.

Final action. After a proposal has been made to the Committee and a decision has been reached, the Committee will not reconsider the action during the same academic year.

Tabling. A tabled item is not brought up for further discussion under Robert’s Rules of Order. However, the Curriculum Committee reserves the right to reschedule a tabled item to a future agenda.

8.3 Curriculum Policy for Community Service Offerings

The following are the rules of Committee regarding community service offerings:

1. Authorization to offer. The Vice Chancellor of Academic Affairs may authorize community service offerings to be offered.
2. Quality of offerings. Community service offerings must meet an appropriate standard of excellence.
3. One-time offering. Community service offerings not intended to be repeated need only be presented to the Curriculum Committee.
4. **Occasional offering.** For community service offerings intended to be offered on an occasional basis, an outline must be on file with the Curriculum Committee.

5. **Regular offering.** Community service offerings intended to be offered on a regular basis must come before the Curriculum Committee for full review.

### 8.4 Curriculum Policy for Contract Education

1. **Approval (credit).** All contract education courses that are offered for college credit must be approved by the Curriculum Committee prior to being offered. However, if the contract education course is identical to an existing approved course and the department of origin agrees to and staffs the contract education course no additional Curriculum Committee approval is necessary prior to the course being offered as contract education.

2. **Semester report.** A list of all credit courses and not-for-credit offerings being offered under contract education must be submitted to the Curriculum Committee each semester for informational purposes.

3. **One-time offering.** The course outline of a new, not-for-credit contract education offering that is not intended to be repeated will be submitted to the Curriculum Committee as an informational item.

4. **Irregular offering.** If a not-for-credit contract education offering is to be offered on an irregular basis and is tailored to meet the needs of specific clients, a generic course outline will be submitted to the Curriculum Committee as an informational item.

5. **Regular offering.** All not-for-credit contract education offerings that are to be offered on a regular basis must first be reviewed by any and all departments that offer similar content and then be submitted for approval to the Curriculum Committee prior to being offered. If circumstances make it impossible to obtain Curriculum Committee approval prior to the date at which the offering is needed (e.g. during the summer), the Dean for Contract Education will obtain in writing the temporary approval of the Chair of the Curriculum Committee and will submit the offering for review and approval at the next available opportunity.

### 8.5 Curriculum Committee Operating Procedures

The following are the general rules of Committee:

1. **Order.** The Committee will conduct business in accordance with Robert's Rules of Order.

2. **Schedule.** The Committee will convene as soon as practicable after the third week of the semester and will meet every other week thereafter or as necessary. Under normal circumstances, the Committee will not meet during finals week (see 9.2.1 Calendar on page 89).

3. **Time.** The time for all regular meetings will be Wednesday beginning at 1:30 p.m.

4. **Open.** All regular business meetings of the Curriculum Committee are open.

5. **Actions.** Only items on the agenda may be dealt with at any meeting, except for items brought up at the meeting by members of the Committee.

6. **Quorum.** A quorum of members must be present to begin the meeting; once the meeting begins, the agenda will be completed unless the members present agree to postpone items under consideration.
7. **Presentations.** Presenters will be allowed five minutes to discuss their proposals.

8. **Content Overlap.** Every reasonable attempt is to be made to settle controversial matters at the department level, and if necessary by the appropriate Dean, before proposals are brought to the Committee. Should debatable matters come to the Committee, proponents and opponents (up to a maximum of three on each side) will be heard and will be given three minutes each to present their views.

9. **Standing.** Instructional administrators, department chairpersons, and instructional coordinators have standing before the Committee and may make presentations. All other presenters must be granted standing by the chair or by the committee.

10. **Agenda.** The agenda will be available no later than two days prior to the Wednesday meeting.

11. **Copyright.** Copyright of all course outlines approved by the Committee is the function of the Office of Instruction.

12. **Action Report.** The chair of the Curriculum Committee will inform the members of the Committee of all courses that have been approved or rejected by the Committee at the end of each semester. This listing should also include what action has been taken by the Chancellor or his designee.

13. **Inactive courses.** A separate listing of approved Inactive Courses will be prepared at the end of each semester and will be made available to committee members, administrators, and department heads. The listing will include notation of the four-year time period.

14. **Conformance.** As mandated departmental review of course offerings takes place, the Committee will ensure that course outlines are prepared on approved forms and will review those outlines to ensure compliance with Title 5 regulations.

15. **Final approval.** The Committee Chair will sign all Standards and Criteria Forms after they have been approved by the Committee and prior to their filing with the Office of Instruction.

16. **Minutes.** The Committee will share its agendas and approved minutes with department chairs and administrators.

17. **Final meeting.** The agenda of the final meeting of the academic year (May) will include the following items:

   o Unfinished business (from prior meetings).
   o Recognition of departing members.
   o Seating of new members.
   o Appointing of mentors for new members.
   o Adoption of the calendar for the next year.
   o Election of the chairperson for the next year.
   o Pre-approval of the current minutes.
   o Orientation of new members.

No new proposals are considered at the final meeting.
Chapter 9. Curriculum Committee Guidelines for Proposals and Meetings

Course offerings and programs are the academic backbone of any college. The Curriculum Committee is the group that makes decisions on courses and programs. Though the membership of the committee is named by several different appointing agencies, the committee itself does not answer to those appointing agents or to other committees. It answers to the state. Vigilance must be taken so that no special interest group ever dictates the actions of the committee. Our policies and procedures have been approved by the state and cannot be changed or substantively modified without the approval of the state.

The City College of San Francisco Curriculum Committee has one of the least complicated, fastest procedures of all community colleges in the state.

Once a proposal is submitted in proper form, it is placed on the agenda for the next meeting and is acted upon at that meeting. Many colleges require first and second readings at curriculum meetings and will not act on the proposal until the third meeting; a few will not even act on a proposal for a new course or certificate/program in the same semester in which the course is proposed.

Preparation for meetings. The committee has to be prepared in order to act responsibly at meetings. It is very important that all members come prepared to discuss and act upon the proposals. The proposals are distributed in advance of the meeting. All members shall review the proposals and be aware of the content of each before coming to the meeting. If it is not possible for a member to do this, he/she should ask to be replaced on the committee.

Scope of review. The committee must always be concerned with the academic merit of a proposal and should avoid consideration of course cost and/or faculty load. These issues need be decided elsewhere; the committee decides only on the merit of the course content and the number of hours/units assigned to the course.

9.1 Review Guidelines

9.1.1 Reviewing course outlines

General. Review each proposal as a whole: are all parts of the course outline present.

Specific review items. What each member must look for in proposal are components such as the following:
Table 30: Approval Review Components

<table>
<thead>
<tr>
<th>Description &amp; Specifics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Are there enough hours (lab, lecture, or combination) to justify the units (see Table 31)?</td>
</tr>
<tr>
<td>• Are all sections of the outline complete?</td>
</tr>
<tr>
<td>• If repeats are allowed (skills or performance), are they in keeping with the repeatability policy?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Catalog Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Does the Catalog description describe the course (check the content)?</td>
</tr>
<tr>
<td>• Is the catalog description too long?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Are the learning outcomes college level?</td>
</tr>
<tr>
<td>• Do the learning outcomes show critical thinking?</td>
</tr>
<tr>
<td>• Are learning outcomes related to content?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Does the content justify the units?</td>
</tr>
<tr>
<td>• Does the content support the learning outcomes?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Methodology</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Is Evaluation tied to Major Learning Outcomes and Contents?</td>
</tr>
<tr>
<td>• Are there written tests (or computational ones) or a demonstration of acquired skills?</td>
</tr>
<tr>
<td>• Is there evidence that students must employ critical thinking skills?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Does the course meet the standards and criteria for the requested Title 5 classification?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Does the course material not unnecessarily overlap what is taught in other departments?</td>
</tr>
<tr>
<td>• If there is obvious overlap, have other area(s) signed off on the proposal?</td>
</tr>
<tr>
<td>• Is the course part of a certificate program and does the course have any effect on a certificate program?</td>
</tr>
<tr>
<td>• Is the course transferable as general units or is there a corresponding course at another institution?</td>
</tr>
<tr>
<td>• Do any student fees correspond to objects or productions that the student carries away from the course?</td>
</tr>
<tr>
<td>• Does the course impact the Library and other learning resources?</td>
</tr>
</tbody>
</table>
Unit requirements. The following Carnegie unit to (minimum) hours ratio must be applied consistently:

<table>
<thead>
<tr>
<th>Contact Hours (week)</th>
<th>Carnegie Unit Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>One (1) Lecture hour</td>
<td>one unit</td>
</tr>
<tr>
<td>One (1) Conference hour</td>
<td>one unit</td>
</tr>
<tr>
<td>Three (3) Laboratory hours</td>
<td>one unit</td>
</tr>
<tr>
<td>Five (5) Work Experience hours</td>
<td>one unit</td>
</tr>
</tbody>
</table>

Minimum hours. Carnegie units are the minimum number of hours per unit assigned; it is permissible to demand more hours of students than are compensated in unit value.

Clinic hours. Remember also that there are such things as clinic hours in which one clinic hour equals one lecture hour, but the use of clinic hours in their pure form is almost nonexistent at our level or rather what we call clinic simply means an offsite location and is a lab hour away from campus. In all our offerings, we only have two or three courses that can utilize the formula for clinic hours.

Physical education hours. PE hours are a separate category. The state allows two hours of many activity courses to equal one unit.

Fractional units. Departments that do not have courses that have fractional units must consult with the Dean of Curriculum prior to submitting a course proposal with a fractional unit load.

Noncredit outlines. All noncredit courses must list the total number of hours that the course will be offered. Departments must understand that they can only offer the course for this many hours and that all sections of the course must meet for that specified number of hours. They can meet in different time frames, for different numbers of weeks, etc. but the total number of hours must match that specified in the outline.

Variable hours. Some noncredit courses may have variable hours. Variable hour courses should be lab courses or skill courses, and the outline must make it clear there is an exit skill that all students meet.

9.1.2 Reviewing course outline addenda

Use the relevant sections of Chapter 3. Course Outline Addenda to ensure proposed addenda follow the guidance in that chapter.

9.1.3 Reviewing certificate and degree programs

Credit programs. When a proposed certificate program or degree program comes before the committee, the approval process is:

1. Preliminary approval. The Curriculum Committee can give preliminary approval. After receiving local approval, a proposal must go before the
2. Bay Area Consortium and if approved by that group then to the
3. State Chancellor's Office for approval and then to the
4. California Post Secondary Education Commission who will give final approval.

"Pending" status. Until final approval is granted, the program can only be listed in the online catalog with "pending approval" clearly stated in its introduction.

Under 18 units. Credit programs under 18 units can be adopted locally.
Noncredit certificates. The committee can award local approval. Noncredit certificates created in an effort to capture enhanced funding pursuant to SB 361 require CCCCO System Office approval.

9.1.4 Reviewing prerequisites, corequisites & advisories

See Chapter 6. Establishment of Prerequisites, Corequisites, and Advisories for requirements and guidance about prerequisites, corequisites, and advisories.

9.1.5 Technical review guidelines

Technical review is a review of the format of an outline, not a review of the contents or the merits of the outline. Please note that technical review is not an approval process.

9.2 Meetings

9.2.1 Calendar planning

The following table describes the typical meeting calendar for the Committee:

<table>
<thead>
<tr>
<th>Table 32: Meetings Calendar (model)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall Meetings</strong></td>
</tr>
<tr>
<td>1 Early September</td>
</tr>
<tr>
<td>2 Mid September</td>
</tr>
<tr>
<td>3 Early October (Spring schedule deadline)</td>
</tr>
<tr>
<td>4 Mid October</td>
</tr>
<tr>
<td>5 Late October</td>
</tr>
<tr>
<td>6 First/second week of November</td>
</tr>
<tr>
<td>7 First week of December</td>
</tr>
<tr>
<td><strong>Spring Meetings</strong></td>
</tr>
<tr>
<td>1 Last week of January (Catalog deadline)</td>
</tr>
<tr>
<td>2 Second week of February</td>
</tr>
<tr>
<td>3 Last week of February (Fall schedule deadline)</td>
</tr>
<tr>
<td>4 Second week of March</td>
</tr>
<tr>
<td>5 Last week of March (adjusted for Spring break)</td>
</tr>
<tr>
<td>6 Last week of April (adjusted for Spring break)</td>
</tr>
<tr>
<td>7 First/second week of May</td>
</tr>
</tbody>
</table>

The Curriculum Committee calendar is always coordinated to try not to overlap with the Academic Senate meeting calendar.
9.2.2 Proposal submission deadline
The submission deadline for proposals to be placed on the agenda for the next scheduled Curriculum Committee meeting is 3:00 PM on Wednesday, two weeks prior to the meeting.

9.2.3 Technical review deadline
The deadline for proposals (one copy) submitted for technical review is two weeks prior to the agenda submission deadline.

9.2.4 Curriculum Committee meetings
Curriculum Committee meetings are open to all members of the City College community. The meeting schedule is published in the City Currents in the Master Planning Calendar on the back page of most issues or it can be viewed at www.ccsf.edu/services/shared_governance.

9.2.5 Publication of the agenda
Copies of the agenda for the next meeting are distributed to department heads, administrators and various College offices and organizations.

9.2.6 Agenda
The agenda of a Curriculum Committee meeting may include the following as needed. The order in which some items appear is determined by the chair.

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Call to order</td>
<td></td>
</tr>
<tr>
<td>Announcements</td>
<td></td>
</tr>
<tr>
<td>Correspondence</td>
<td></td>
</tr>
<tr>
<td>Approval of minutes of the previous meeting</td>
<td></td>
</tr>
<tr>
<td>Approval of Prerequisite, Corequisite &amp; Advisory Recommendations</td>
<td></td>
</tr>
<tr>
<td>Unfinished business</td>
<td>Proposals tabled at the previous meeting</td>
</tr>
<tr>
<td>New business</td>
<td>New proposals</td>
</tr>
<tr>
<td>Other business</td>
<td>Presentations</td>
</tr>
<tr>
<td>Executive session</td>
<td>Orientation, discussion, seating members, etc.</td>
</tr>
<tr>
<td>Adjournment</td>
<td></td>
</tr>
</tbody>
</table>

9.2.7 Proposal presentation
Schedule. Each proposal is given a scheduled duration of five to ten minutes. The Committee is not held to this schedule.
**Presentation.** The chair announces each proposal or group of proposals and requests that the department chair or recognized representative make a presentation of the proposal(s). The presentation is restricted to the rational or justification for the proposal and the merits of the proposal. The presentation is to be kept as brief as possible.

**9.2.8 Discussion**

After the presentation of the proposal, the chair will call for discussion. Discussion is conducted in a question and answer dialog format between Committee members and the presenter (and possibly supporting faculty accompanying the presenter).

The chair will recognize each member in turn as questions and comments are offered. Members may speak to a proposal more than once. The purpose of the discussion is to bring the committee to a motion to approve or a motion to table.

**Conduct.** At all times, the discussion is restricted to the merits of the proposal. The discussion is solely to inform the members and is not a debate or a forum.

**9.2.9 Motions**

A Committee member can move to:

1. approve a proposal,
2. approve a proposal with stipulations (based on the discussion),
3. table a proposal to time-certain (the next scheduled meeting of the Committee) with stipulations.
4. table a proposal (no possibility of return subject to Curriculum Committee standing rules).

Members may make other motions consistent with the rules of order. The chair will conduct the motion and voting process according to the rules of order.

**9.3 Minutes**

The draft minutes of each meeting are published and distributed to Curriculum Committee members with the agenda for the next meeting, with the exception of the minutes for the last meeting of the year. Draft minutes are corrected as needed and approved at each subsequent meeting. Approved minutes are distributed to the College community.

The minutes of the last meeting of the year are pre-approved at that meeting and may be amended as needed at the first meeting of the following year.

**9.4 Post-meeting**

**9.4.1 Approved Proposals**

Proposals that are approved by the Committee are signed by the chair and forwarded to the Dean of Curriculum for implementation. The chair also signs the certification of *Standards and Criteria* form acknowledging the Committees action.
9.4.2 Approved with stipulations proposals

Proposals that are approved with stipulations must be resubmitted to the chair within a short time period, two to three weeks. Two signed copies of revised outlines must be submitted for each course proposal. Proposals approved with stipulations that are not resubmitted in a timely manner will be returned to the chair of the presenting department and may be resubmitted to the Curriculum Committee as a new proposal the following semester.

9.4.3 Tabling and tabled proposals

If a department presents a proposal that: overlaps offerings in other departments; raises objections within the department; or that is unclear in concept, the Committee is encouraged to table that proposal. For proposals that lack clarity, the proposal will return to the agenda when resubmitted with necessary corrections made.

Signoff. In the case of disputed proposals, the Committee will direct the department chair who made the proposal to work with those departments or individuals who objected to the proposal to rework the material in such a way that the objectors will "sign off" on the proposal. When the chair obtains the signature(s), the proposal will be submitted in new form to the Committee and will be placed on the next agenda.

Mediation. If the agreement of the objectors cannot be reached, the department chair will approach the Committee chair and request a mediator. The mediator may be the appropriate school dean(s), a neutral member of the Committee, or a designated member of the faculty or administration.

Should mediation prove fruitless, the Committee may choose to have three supporters of the proposal and three opposed to the proposal appear to speak to the issue. Presentations are limited to no more than three minutes. The Committee will then vote on the proposal. Alternatively, the Committee may choose to remove the proposal from any further consideration.

If the Committee votes down a proposal or removes it from consideration, that proposal may not come back to the Committee in any form for at least two years.
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