## Proposal - New NonCredit Course

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<th>Course Identifier (prefix number):</th>
<th>Implementation date (term, year):</th>
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<td>Notes: Proposals approved with Curriculum Committee stipulations will not be entered into Banner until all stipulations are cleared (call x3301).</td>
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### Course Content Overlap Sign-off

(Non-proposal department chair(s) sign as needed)

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### Standards and Criteria - Title 5 Section 55002(c) NonCredit Course

Using the (proposed) official course outline of record, please verify that this course meets, at a minimum, the standards and criteria listed below, as required by Title 5.

1. The outline shall specify the unit value, scope, outcomes, content, teaching methods, methods of evaluation, resource materials, attendance and achievement standards.

2. Major Learning Outcomes and content must fall into one of nine areas (see Funding Areas below).

### State Chancellor’s Office Information

#### Funding Areas (Check one box)

- □ Adult Basic Education
- □ Health and Safety
- □ Parenting
- □ Citizenship
- □ Home Economics
- □ Substantially Handicapped
- □ Short-term Vocational
- □ English as a Second Language
- □ Older Adults

#### Assessment of Course Effectiveness (Check one box to identify the primary method used to evaluate the degree to which the course outcomes are accomplished.)

- □ Standardized instrument measuring student subjective opinion
- □ Standardized instrument measuring student subjective knowledge
- □ Student satisfaction with his/her educational experience
- □ Competency based written and practical tests which demonstrate the students’ ability to apply skills and concepts learned to minimum standards established by the instructor
- □ California Occupational Program Evaluation System (COPES)

#### Methods of Measuring Student Achievement (check all that apply)

- □ Standardized exit test
- □ Examinations
- □ Quizzes
- □ Class assignments
- □ Laboratory work
- □ Class participation
- □ Attendance
- □ Other (specify):

#### Primary Teaching Materials (Check one box)

- □ Published textbook
- □ Teacher-prepared instructional materials
- □ Audio or video tapes, films, slides or other audio-visual materials
- □ District/College prepared materials
- □ Computers
- □ Equipment, tools and materials
Primary Demand for Course (Check one box)

| □ | Manpower needs projections form California Occupational Information System or EDD |
| □ | Survey of employer needs in the community |
| □ | Survey of community and/or student needs or interests |
| □ | Administrative judgment |
| □ | Student or community petition or demand for course/curriculum |
| □ | State licensing and/or certificate and mandate |

Major Learning Outcomes (Identify the three most important outcomes for the course. No order of importance is requested and all three chosen outcomes may be chosen from any one group or combination of groups.)

**Group 1 - Skill development – application**

- KNOWLEDGE SKILLS - The ability to relate general or specialized knowledge relevant to a problem and to implement a solution; also the ability to locate, retain and apply relevant knowledge.
- CRITICAL THINKING AND REASONING SKILLS - The ability to formulate and analyze problems and to employ rational processes to achieve increased understanding (e.g. the recognition of biased points of view in a speech or a book; the recognition of cause and effect relationships).
- CREATIVE SKILLS - The ability to design, produce, or otherwise bring into existence original perspectives, explanations, and implementations (e.g. the productions of unique communication; the development of an effective plan or solution to a problem; or the creation of works of art).
- COMMUNICATION SKILLS - The ability or competency to read, write, speak and listen. The ability to convey information, attitudes, emotions, etc.; and also, the ability to receive and interpret communications. These skills also encompass normal, non-written expression and perception.

**Group 2 - Personal development**

- PHYSICAL HEALTH - The physical well-being of students.
- MENTAL HEALTH - The mental well-being of students.
- CHANGE / STABILITY - Attitudes toward new and different ideas, relationships, products or methods. The desire to introduce, avoid, or be associated with change.
- SELF-CONCEPT - The feeling and acceptance of oneself as having basic worth and value.

**Group 3 - General knowledge**

- Broad general knowledge in the discipline.
- Social attitudes in terms or the relationship of the individual student to the discipline.
- Cultural knowledge relating the discipline to the culture.
- Mastery of basic principles, facts and vocabulary of the discipline.

Signatures

| Department Chair: | School/Division Dean: | Curriculum Chair (upon Committee approval): |

Submission Instructions

Prepare 32 collated and stapled copies of:
1) this form and
2) proposed course outline (the first/top copy must be an original signatures copy).
Submit to the Curriculum Secretary in Cloud 308E.

Curriculum Office / Office of Instruction (use only)

Technical review: Date: ___/___/___, By: □ Dean _________, □ Dean of Curriculum, □ CC Chair, □ CC Member _________
Submission Date: ____________
Agenda Number: ____________
Banner/Catalog Entry Date: ____________