Mission College Curriculum Manual 2019-20

Thaïs Winsome
Curriculum Chair, 2015-19

2019-20 Announcements & Timeline

NEW Rules on ARTICULATION

Students may no longer apply courses with pending articulation/transfer to their degrees until after the course has been fully approved for articulation! This means that a student who takes such a course is not going to be able to get the credit they need and deserve for that course. Because of this, courses will not be scheduled until they have been fully approved for articulation. This can add up to one year to the regular curriculum approval process, so build this additional delay into your schedule planning process. See the timeline below for details.

NEW Rules on ADA COMPLIANCE

Effective Fall 2019, all software and web-based activities in all courses, even if they are not intended to be offered online, must be documented in the Course Outline of Record, and must also be documented as being ADA compliant. We will have to return any proposal that lacks this documentation. Please contact Heather Rothenberg, DL Coordinator, if you have questions.

2019-20 CURRICULUM TIMELINE

FALL 2019	SPRING, 2020	
October 7	February 3 2020	Curriculum proposals submitted in eLumen
January 2020	May 2020	Board Approval; State Chancellor's Office Inventory (Note that noncredit courses and CTE programs require more extensive approval process and may not be approved by this time.)
July, 2020		Catalog publication with new/revised courses. Routine* revisions, CTE courses, non-degree applicable, CSU elective, local GE requirement and approved noncredit courses may now be placed in the course schedule, effective **Spring 2021**. **Changes to units, prerequisites, and major changes to content are not considered routine, and will be follow the same process as new courses for submission for UC Transfer and GE eligibility.*
August 2020		Courses submitted for UC Transfer Review
December 2020		Courses submitted for CSU GE-B and IGETC* Review **courses must have UC approval for IGETC review*
April 2021		Final articulation approval received by college. Courses approved for CSU GE-B and IGETC may be placed in the course schedule, effective **Spring 2022**.

Table of Contents

Contents

1. Introduction

Purpose of this manual

This manual is written to serve the needs of faculty, classified professionals, administrators and students who are involved in developing new courses and programs or revising existing curriculum. The manual is written directly to you, the user, and is designed to be used online. Wherever possible major content areas have been linked to reference sections and external websites.

Faculty have Primary Responsibility for Curriculum

Per **Title 5 § 53200b**, faculty have purview over policy development and implementation with respect to "Academic and Professional Matters," including but not necessarily limited to the following:

- Curriculum including establishing prerequisites and planning courses and programs within discipline areas
- Degree and certificate requirements
- Grading policies
- Educational program development
- Standards or policies regarding student preparation and success
- District and college governance structures, as related to faculty roles
- Faculty roles and involvement in accreditation processes, including self-study and annual reports
- Policies for faculty professional development activities
- Process for program review
- Processes for institutional planning and budget development
- Other academic and professional matters as mutually agreed upon between the governing board and the academic senate.

In plain terms, this means that faculty responsibility not only extends to the creation and revision of curriculum, but also to ensuring that the curriculum is of sufficient rigor, meets all standards of the discipline, and – most important – serves the needs of the students. All full- and part-time faculty may participate in curriculum development, and the process should be a collaboration among the discipline faculty, the division dean, and the Office of Instruction.

Curriculum development and approval is carried out largely through the **Curriculum Review Committee (CRC)**, a subcommittee of the Academic Senate, with support and further review and approval by members of the Office of Instruction and the President's Office. The Board of Trustees is responsible for final review and approval of all curriculum.

2. Curriculum Quick Guides

General Considerations

Refer to the **eLumen Curriculum Development Guides** for specific instructions on eLumen; what follows here are general information and directives regarding the content of your curriculum proposal.

If you have never created or revised curriculum before, please review the following steps and consult with the CRC Chair *before* getting started in eLumen.

1. Make sure your department faculty and division dean are included in the curriculum process. Don't go to all the work of creating courses and programs, only to find out that it can't move forward because the college can't support it for some reason! The Program Review Process is a great time to work through curriculum development and revision, as any resource and facilities requirements the new curriculum may require can be identified and built into resource allocation requests well in advance of the deployment of the curriculum.

2. As you write your proposal, bear in mind that it is reviewed and approved by the Board of Trustees, and becomes a publicly available, legal document that is now easily accessible online for all to see. Well-written, coherent course and program outlines are the goal and expectation of the College, so please work with the CRC to ensure that your curriculum is the best it can be!

   - Faculty are legally required to teach to the Course Outline of Record (**Title 5 § 55002 (4)**), so the COR must include all elements that an instructor needs to have in hand to teach the course. That said, the COR must be flexible enough to allow for academic freedom in terms of methods of instruction and evaluation.

   - Our articulation agreements with colleges and universities are based primarily upon the official Course Outline of Record.

3. With some exceptions* the college requires that all credit courses be "Program Applicable," that is, they are transferable and/or are included in a program of study leading to a certificate or degree. College-level courses that are not program applicable do not provide the student with any benefit in terms of degree or certificate completion and likely will not be scheduled until they are included in an approved program of study or approved for transfer. For this reason, it's always best to launch a revision of your degree and certificates at the same time you launch new courses so that you don't experience delays in scheduling.

4. VERY IMPORTANT: Before they can be scheduled, courses <u>and</u> programs must be fully approved by the District Board of Trustees, accepted by the State Chancellor's Office into the state curriculum inventory, and <u>published in the college catalog</u>. *In addition to this basic process, program-applicable courses may not be offered to students until they have been fully approved for transfer and/or articulation for a major*. Note that this new requirement, which goes into effect Fall 2019, may delay course offerings by as much as a year. Refer to the 2019-20 timeline for specific dates.

*The exceptions are pre-collegiate basic skills (900-level) courses, including ESL, some career and technical courses designed for short-term vocational training, certain preparatory courses (e.g. CPR training), and noncredit courses.

Curriculum Quick Guide – COURSES

Course Creation

1. Do these two things FIRST if you plan to have your course be part of a degree program or General Education pattern:
    a. look for a comparable, _**lower-division**_ course at a CSU or UC. You'll need to provide this information in your proposal. If you can't find such a course, confer with the Articulation Officer about whether your proposed course is appropriate for community college.
    b. see if there is a model curriculum outline in C-ID or a C-ID-approved course from another college that you can use as a guide. Click **here** for more information on C-ID.

2. _**Follow the eLumen guides step by step**_! Fill out all fields in eLumen to the best of your ability before submitting the course for review and approval. Proposals with missing or incomplete fields will just be returned to you without review. To help you with this, almost all the field titles are followed by an ellipsis ("…"). Click on the ellipsis, and a textbox will appear with information to help you fill out that particular field.

3. _**DO NOT RE-USE COURSE NUMBERS PREVIOUSLY USED FOR COURSES THAT ARE NOW INACTIVATED**_. To do so can create real problems for articulation, counselors, and students. If in doubt, check with the Office of Instruction to see if the number is still on the books in the state curriculum inventory.

4. Include prerequisites _**only**_ when there is clear evidence that a student is highly unlikely to succeed in the course without the prerequisite.

5. The COR for any course that may be taught via distance education must include an approved Distance Education Addendum

6. If your course is intended to be part of a degree or certificate program, launch your program proposal immediately after you submit your course proposal(s) in eLumen! Failure to do so will delay the deployment of your new curriculum.

Course Revision

1. Title 5 requires that every credit course be reviewed at least once every 6 years (2 years for CTE courses), but the best practice is to tie course revisions to the 4-year Program Review cycle. Doing so not only results in a more thoughtful curriculum review but assists the college in documenting your process for accreditation. Required elements in every revision are evaluation of prerequisites, distance-education addenda, and documentation that content has been reviewed with respect to currency, which for CTE courses also includes documentation that the program advisory group has reviewed the curriculum to ensure that it meets industry needs or current licensure requirements.

2. If your revision requires a change to course number, or a major change to title and content, consult first with the CRC Chair and Articulation Officer about whether to create a new course. Even changing a course title can have unintended consequences for students as they transfer, move to other colleges, etc., if it isn't clear that the revised course is still fundamentally the same course.

Course Inactivation

Before inactivating a course, run a **Course Impact Report** to ensure you aren't inadvertently removing a prerequisite course for some other program's courses.

Curriculum Quick Guide – PROGRAMS

A program is a defined sequence of courses leading to a certificate or degree. The College offers a number of types of certificate and degree. If you are unsure about what type of program you wish to launch, review **Section 4, Programs** of this manual before starting your proposal.

Program Creation

1. New programs (all Certificates and Degrees) require pre-approval by the Academic Senate (through the Academic Directions Committee) prior to launch. Programs that are launched in eLumen without this approval will be returned to the proposer.

   The ADC process includes the submission of a program narrative document which, depending on the type of program, includes documentation of the Program Review or other master-planning process that led to the development of the program, the anticipated number of students completing the program, and a program needs assessment that may include labor market analysis and/or recommendations from an advisory committee or external review board. Upload this narrative document to your proposal in eLumen.

2. ***Follow the eLumen guides step by step***! Fill out all fields in eLumen to the best of your ability before submitting the program proposal for review and approval. Proposals with missing or incomplete fields will just be returned to you without review, so save yourself some time and at least make a stab at filling out all fields. To help you with this, some of the field titles are followed by an ellipsis ("…"). Click on the ellipsis, and a textbox will appear with information to help you fill out that particular field.

3. Only courses that are in the College Curriculum Library or are currently moving through the approval process in eLumen may be added to programs.

4. The program description must include:
   a. A brief description of the program
   b. Program Learning Outcomes
   c. Career/Transfer Opportunities

5. Include any preparatory courses that are prerequisite to courses that are part of the program requirements (in eLumen, these are included with 0 units counting toward the degree or certificate). These courses should also be included in the Recommended Sequence of Courses. This will assist in program mapping.

6. Programs must be published in the College Catalog before they can be offered to students. Please note the timeline for Program review and approval.

Program Revision

1. Be sure to run a **Course Impact Report** in eLumen before adding/removing courses from programs, and alert faculty in other programs if your course is also listed as a requirement or elective in their program.

2. As with courses, if the program revision results in a major change to the scope, number of units, award type (e.g. a change from certificate to degree), then consult with the CRC Chair and Articulation Officer to determine whether to launch a new program proposal.

Program Inactivation

Inactivating programs involves much more than the curricular process, so consult with the CRC Chair prior to starting any kind of program inactivation process. More information may be found **here**.

A. Preliminary Considerations

When deciding whether to propose a new course, the department faculty should meet to consider the following questions and guidelines:

- Is there a genuine student and/or community need for the course? This question is best answered through the Program Review Process, which includes review and discussion of current offerings to identify trends, outlooks, gaps, and patterns in enrollment management. For CTE courses, faculty may also want to consult external advisory boards, local employers, or survey the local business community.

- Does the college have adequate resources to support the new course? Adequate resources include qualified instructors, facilities, equipment, supplies, technological resources, student services support, and library materials.

- Does the new course support the mission of the College Educational Master Plan, Strategic Plan, or a particular initiative such as Guided Pathways?

- Is the course at the appropriate level for community colleges? The course must not be directed at a level beyond the associate degree or the first two years of college.

    1. As a first step in developing the course, and to ascertain whether it is appropriate for community college, see if there is a **C-ID descriptor** available for the course. More information about the C-ID system may be found **here**.

    2. Borrow freely from curriculum from other colleges, CSU's or UC's (provided the CSU/UC course is lower division)

- The course must address a valid transfer, occupational, basic skills, civic education, or lifelong learning purpose. The course must not be primarily avocational or recreational. For example, a course in birdwatching would work best as an offering through Community Education. Although birdwatching is an excellent hobby, courses in birdwatching do not currently fulfill any degree or elective requirement in the life sciences at the majority of four-year institutions so it should not be offered as part of the credit curriculum.

- It is essential that faculty consult the CRC and Articulation timelines. Failure to adhere to the deadlines will result in delay of your curriculum.

B. Credit Courses

The Course Outline of Record

Course Outline of Record (COR) is defined in **Title 5 § 55002** as follows:
> The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of

record shall specify the unit value, the expected number of contact hours, outside-of-class hours, and total student learning 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 of record shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation.

The COR is a legal document and serves as a contract between the student, instructor and institution which specifies the components of the course students are guaranteed to receive, as well as the content and level of rigor for which students will be held accountable. Faculty are legally required to teach to the Course Outline of Record, so the COR must include all elements that an instructor needs to have in hand to teach the course. That said, the COR must be flexible enough to allow for academic freedom in terms of methods of instruction and evaluation.

The COR is also important to the overall functioning of the college:
- The COR serves as the basis for establishing eligibility of the course for General Education, major preparation, and transfer articulation agreements with 4-year institutions.
- Course and program outlines play a critical role in Program Review, the process for allocating resources and keeping the curriculum relevant and current.
- The course objectives and content as specified in the COR must show evidence of the required degree of academic rigor as specified in Title 5 and accreditation standards.

Types of Credit Course

Degree Applicable Courses

A degree-applicable credit course is one that is recorded on the student's transcript and can be counted towards transfer, a certificate, or a degree. Such courses must be in accordance with the requirements of **Title 5, § 55062**:

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

- Courses that apply to the major or area of emphasis in non-baccalaureate career technical fields.

- English composition or reading courses not more than one level below the first transfer level course. Each student may count only one such course below transfer level for credit toward the associate degree, except that reading courses which also satisfy the requirements of 55062(a) are not subject to this limit. English as a Second Language (ESL) courses which teach composition or reading

skills are not considered to be English composition or reading courses for purposes of this subdivision.

- All mathematics courses above and including Elementary Algebra.

- Credit courses in English and mathematics taught in or on behalf of other departments and which, as determined by the Board of Trustees, require entrance skills at a level equivalent to those necessary for the courses specified above.

The CRC is charged with the responsibility of establishing that the following Standards for Approval are met (Title 5, § 55002a.2; Accreditation Standard II.A):

- Grading Policy. The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with 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 curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.

- Units. The course grants units of credit in a manner consistent with the provisions of § 55002.5. The course outline of record shall record the total number of hours in each instructional category specified in governing board policy, the total number of expected outside-of-class hours, and the total student learning hours used to calculate the award of credit.

- Intensity. The course treats subject matter with a scope and intensity that requires students to study independently outside-of-class time.

- Prerequisites and Corequisites. Except as provided in section Title 5 § 55522, when the college and/or district curriculum committee determines, based on a review of the course outline of record, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or corequisites (credit or noncredit) that are established, reviewed, and applied in accordance with the requirements of this article.

- Basic Skills Requirements. If success in the course is dependent upon communication or computation skills, then the course shall require, consistent with the provisions of this article, as prerequisites or corequisites eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively.

- Difficulty. The course work calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level.

- Level. The course requires learning skills and a vocabulary that the curriculum committee deems appropriate for a college course.

Both Title 5 and accreditation standards require that all college-level courses incorporate critical thinking throughout the course outline but especially in the Learning Outcomes, Course Content, Instructional Methods, Representative Assignments, and Methods of Evaluation.

Types of degree-applicable course include:

Major Preparation
These are lower division (freshman/sophomore) courses taken at the community college in preparation for the student's chosen major at a four-year college or university. These courses have generally been approved for articulation with majors at individual campuses of the CSU and UC, and any private institution with which the college has an articulation agreement.

Transferable
Transferable, articulated courses are those that are taken at one college and are granted academic credit for the major or subject requirements at another college or university. When deciding if a course qualifies as a transfer course, the most basic consideration is whether or not a comparable course is offered as preparation for a major or as general education at the lower division at a CSU or UC.

A transferable, non-articulated course is one that will only be used for transfer credit at the transfer college. This type of transferable course does not satisfy any subject requirement and can only be used for unit or elective credit.

Honors
These courses are versions of courses that are designed for honors students. For example, BIO 1AH is the honors version of BIO 1A. Honors courses require a separate COR that specifies the additional work required of the honors student. They generally have the same number of units and are offered concurrently with the primary course.

Course Families
These are sequential courses, usually with the same number but differentiated with a suffix, e.g. ART 67A, 67B, 67C, and so on. The courses cover the same general topic (e.g. Ceramics) but each course either covers a different aspect or addresses the same topic at increasing levels of mastery. Both the course title and the content must clearly differentiate the courses from one another. Note that a student may only apply up to 4 courses within a family for transfer. Consult with the Articulation Officer before developing a course family to ensure that students will not experience difficulties transferring the courses to another institution.

Cooperative Work Experience
Cooperative Work Experience courses provide students with the opportunity to earn credit for skills gained through paid or unpaid work. Students earn 1 unit of credit for every 60 hours of paid or 75 hours of unpaid work. Students may take up to 8 units of

work experience per semester, for a total of 16 units for the degree or certificate program. There are two types of Cooperative Work Experience:

General Work Experience. This type of work experience is not tied to any particular program of study and is intended to assist the student in acquiring basic job skills and work habits. Work Experience courses falling into this category must carry the TOP Code 4932.

Occupational Work Experience. This type of work experience is directly related to a particular major or educational goal and must carry a TOP Code in the discipline. For example, WRK 300HM is a required course for students in the Hospitality Management program.

Apprenticeship
These are courses that belong to an approved apprenticeship program offered by the college. They are generally restricted to students who have been accepted into the apprenticeship program. See **Apprenticeship Programs** for details.

Internship, Independent or Directed Study
These are courses that allow the student to earn credit by completing an internship or independent-study project, often by working one-on-one with the instructor. They are generally given a 90-level number to differentiate them from other courses. Some caution is required with these courses, as many transfer institutions do not accept them for major, general education or elective credit. Varying methods of instruction may be used, but students are required to fulfill 3.4 hours/week for each unit of credit. The COR must be specific with respect to the goals the student is expected to achieve. Independent study courses must be offered in accordance with **WVMCCD Administrative Procedure 4101** and meet requirements of **Title 5, § 55230** et seq.

Non-degree Applicable Courses

Non-degree applicable courses are:
- Precollegiate, basic skills courses as defined in subdivision (u) of **Title 5 § 55000**;
- preparatory courses designed to enable students to succeed in degree-applicable credit courses. Examples include college orientation and guidance courses and discipline-specific courses that integrate basic skills instruction with discipline-specific content and assign grades partly upon the demonstrated mastery of those skills (e.g. algebra skills in a preparatory course for Chemistry 1A);
- precollegiate career technical preparation courses designed to provide foundation skills for students preparing for entry into degree-applicable credit career technical courses or programs;
- essential career technical instruction for which meeting the standards of subdivision (a) is neither necessary nor required.

Apart from the exceptions noted above, under most circumstances the College will require that a course be degree-applicable (part of a degree, certificate, general-education or transferable as elective) before scheduling the course.

Components of the Credit Course Outline of Record

eLumen Guides

The **eLumen Guides** provide detailed instruction on navigating the curriculum proposal screens in eLumen. Most of the field names have an ellipse ("…") next to them. Click on the ellipse and a textbox will appear with information to assist you in filling out the field, as shown below.

Make sure to complete all the relevant fields before submitting your proposal! Proposals with missing or incomplete fields will be returned to the proposer without review.

The essential elements of the COR are described below, organized according to the screens in eLumen.

Course Identification and General Information ("Cover Info" screen in eLumen)

Course Subject, Number, Title and Description

All courses are assigned a 3-letter subject code which specifies the department. The course number is a unique identifier for that course within the subject.

Conventions regarding course numbering:
- DO NOT RE-USE COURSE NUMBERS.
- 900-level numbers are reserved for pre-collegiate courses
- 90-99 numbers are reserved for independent and directed study courses
- Lower-division course numbers for UC are 1-89, and 100-199 for CSU. Numbers higher than this are acceptable for CTE programs
- 400-level course numbers are reserved for courses used for training purposes in eLumen. Do not use a 400-level number for a real course, because we periodically sweep the system of any 400-level courses!

The course title should be as short and concise as possible; note that Banner only allows 30 characters. The course description should also be as short and concise as possible, as it must serve for both the schedule and the catalog. Please proofread for correct spelling and grammar! Also, space is limited for the description but please include a brief reference to important considerations for students, for example any limitation on enrollment (e.g. requirement that student must be enrolled in apprenticeship program), special equipment or other considerations the student will need to know prior to registering in the course.

Note: if this is a course that will be offered both face-to-face and online, or include sections that will be directed to students in learning communities or programs (e.g. Puente) then you should include any information specific to that section in a separate note in the schedule and not in the COR.

Codes

The CB Course Data Element coding system is used by the State Chancellor's Office to classify and track all courses. Codes are used to identify and classify the course at the state and federal level, and this in turn affects all sorts of things – including funding. Almost all the major fields in the course outline have a CB code attached to them (e.g. CB02 is the course title), but some codes are of particular importance because they are used to collect data on student enrollment patterns, degree and certificate awards, and link student demographics to specific courses of study, all of which can affect student financial aid and college funding.

TOP Code (CB 03). The TOP (Taxonomy of Programs) Code identifies the general field or discipline to which the course belongs. TOP Codes also differentiate courses into CTE

(TOP Codes with an asterisk) and non-CTE categories. TOP Codes have up to 6 digits and are hierarchical, in that the general discipline is established with the first 2 digits, the subdiscipline with the third and fourth digits, and field-level specializations within the subdiscipline with the fifth digit. The sixth digit is null for most disciplines.
For example:
    Discipline 07 = Information Technology
    Subdiscipline *0702.00 = Computer Information Systems
    Field *0702.10 = Software Applications
The TOP Codes are not updated very often, so new and emerging fields may not be adequately represented. Choose the TOP Code that best matches the content area for the course or program.

CIP Code. CIP stands for "Classification of Instructional Programs" and is a federal-level coding system that is somewhat similar to the California TOP Code system. In eLumen, the CIP Code field automatically populates as the TOP Code is chosen. For CTE programs, the department should review the CIP codes assigned to their courses as this can affect how the courses are included in various state and federal CTE program inventories. For more information, contact the Division Deans for Business & Technology and CTE.

SAM Code (CB 09). SAM stands for "Student Accountability Model" which, of course, explains everything. In practical terms SAM Codes are important for classifying and tracking CTE curriculum at the system level. Program funding and student financial aid are among the many things that can be affected by incorrect SAM coding.

- Non-Occupational: Use this SAM Code for any non CTE course.
- Apprenticeship: Select only if the course part of a full apprenticeship program.
- Advanced Occupational: Use this for capstone courses or those that the student would take in the final term of the program and which clearly confer mastery of the subject. Courses with this code assignment must have a "clearly occupational" course as a prerequisite in the same program area.
- Clearly Occupational (but not advanced) Courses will generally be taken by students in the middle stages of their programs. These courses may be offered in several occupational programs within a broad area such as business but should also be used for courses within a specific program area when the criteria for "Advanced" classification are not met. A "Clearly Occupational" level course should provide the student with entry-level job skills.
- Possibly Occupational courses are those taken by students in the beginning stages of their occupational programs. This assignment can also be used for service (or survey) courses for other occupational programs.

Disciplines and CCC Minimum Qualifications

The disciplines listed on the COR specify the minimum qualifications of the faculty who may be assigned to teach the course, as established by the ASCCC and approved by the Board of Governors. The minimum qualifications for all disciplines may be found in the **Minimum Qualifications Handbook,** published by the State Chancellor's Office. In

eLumen disciplines are specified in terms of degrees, so it's important to make sure that the choice of discipline is entered in the appropriate degree category to correspond to the approved minimum qualifications. For example, the minimum qualifications for History as a discipline requires the master's degree or higher of all faculty. ESL, however, requires the master's degree for credit courses but only a bachelor's degree for noncredit courses. Some CTE disciplines require only the associate degree.

It is possible to establish local minimum qualifications that exceed those established by the Board of Governors; however, this process requires approval by the Academic Senate and the Board of Trustees. Department faculty should consult with the Curriculum Chair, Academic Senate President, and the Office of Instruction if you would like to request a higher level of minimum qualification for your discipline.

Course Development Options Screen

Basic Skills Status, CB08
Credit courses are designated as college-level or pre-collegiate (basic skills). Currently only certain courses in Math, ESL, English and Learning Services are designated as basic skills and are assigned a 900-level course number.

Educational Assistance Class Instruction CB 013 ("Special Class Status" in eLumen). Special course status applies to courses that are designed specifically for students with disabilities, pursuant to Educational Code Section 76000 et seq.

Grade Options
Title 5, § **55002(b)(2)(A)**, requires that course grading standards measure student performance against the course objectives and that grades are awarded in compliance with section **55023**. Two key components of section 55002(b)(2)(A) that must be addressed as part of the local approval process are:
- Demonstrated proficiency in subject matter, and
- The ability to demonstrate proficiency, in part, through essays, problem solving exercises, or skills demonstrations, as deemed appropriate by the curriculum committee.

The grading option is assigned at the discretion of the faculty, but it's important to note that many courses designed to meet major preparation or competency requirements must be taken only for a letter grade. Other courses may also offer a pass/no pass option and still be transferable, and some courses are offered only on a pass/no pass basis. In eLumen, you must select all options that apply. If your course is designed to be only Pass/No Pass, follow up with the Office of Instruction during the scheduling process to ensure that it is properly coded in Banner. Note: the Satisfactory Progress grade option is generally reserved for noncredit courses.

Course Repetition ("Retakes" in eLumen): Repetition vs. Repeatability

Beginning in 2007, the Board of Governors approved a series of changes to Title 5 that eliminated apportionment for course repetition except under very narrowly defined circumstances. Therefore, most of our curriculum may not be repeated for credit. Students may still repeat the course if they fail to achieve a passing grade, albeit for a limited number of times.

There are some courses that may be repeated for credit. These include courses where licensure or other credential require frequent retraining, as well as cooperative work experience courses and certain types of courses designed for students with disabilities. If you think your course may be eligible for repetition, consult the **Chancellor's Office Guidelines for Title 5 Regulations on Repeats and Withdrawals** and/or consult with the CRC Chair.

Credit by Examination

Department faculty may elect to designate a course eligible for credit if the student successfully passes an examination equivalent to a final, comprehensive examination for the course. **WVMCCD Administrative Procedure 4235** covers the District's policy and procedure regarding Credit by Exam. The policy is also stated in the College Catalog. The exam is written and administered by department faculty, and the exam grade becomes the student's grade in the course. Please note that it is not up to an individual instructor's discretion to offer the exam; once the course has been approved for Credit by Examination the faculty are required to honor the student's request for the examination. Please also note that some four-year institutions limit or decline to grant transfer credit to courses that are taken through Credit by Examination, so making this option available may not be a best practice for courses that satisfy major requirements or other core requirement.

Course Audit

Department faculty may also elect to allow students to audit a course. **WVMCCD Administrative Procedure 4070** covers the District's policy regarding course audit. At present the circumstances under which a student may audit a course are fairly restrictive; namely, a student may audit a course only if they are otherwise ineligible to enroll for it as a regular student. In general, this applies when a student has already earned a passing grade in the course or has exceeded the number of times they can repeat the course with a failing grade. Once a course has been approved for audit it must be made available for students to audit; however, *how* a course is to be offered under audit is entirely at the discretion of the department faculty, e.g. whether to make exams and other assessments available to the student.

Associated Programs (CB24)

Unless specifically approved as a non-degree applicable course per the conditions listed **above**, all courses should be part of a program of study and/or transferable as an elective and/or part of a General-Education pattern. Otherwise, the course does the student no good in furthering their educational goals and will in fact cost them in terms of time and financial aid. In eLumen, it is not possible to add a course to a program within the course outline screens, so if a course is intended to be part of a degree or certificate then be sure to create the program (or revise an existing program)

as soon as the course has been submitted to eLumen and is moving through the approval process (i.e. past the "Proposer" stage). If the program revision or creation is postponed, then the College will not be able to offer the course until it has been included in a program or approved for transfer, GE, or articulation.

Transferability and General Education

The CRC is charged with periodic review of the College General Education offerings and will make recommendations to the Academic Senate regarding the addition or modification of categories within the various General Education patterns maintained by the College. The Articulation Officer is a voting member of the CRC and oversees this process, and also evaluates each course for transferability and/or articulation for major requirements at the CSUs, UCs, and private institutions with whom the College has an articulation agreement. The articulation process is complex and beyond the scope of this manual, so faculty are strongly encouraged to visit and explore the **Articulation and Transfer** website for full information on the articulation process and things to be mindful of while filling out this portion of the COR.

The proposer is responsible for requesting transfer and general education status by filling out the Transferability and General Education Options fields in the Course Development screen in eLumen. It's very important to provide as much information as possible, including comparable lower-division courses and other data the Articulation Officer will use as she prepares the course for submission to CSU and UC for approval. It's also important to fill in the "comparable WVC course" field, as this is used to equate our course with its counterpart at West Valley and helps students with their degree audit process.

Effective with the 2019-20 catalog year, the College added a new category within our local AA/AS GE pattern, Area F - Equity, Diversity and Culture. These courses are designed to provide students with the analytical skills needed to develop critical, reflective and equitable perspectives on similarities and differences within cultures and societies, and to prepare them to function, thrive and provide leadership in today's multicultural and multiethnic world. Faculty are encouraged to request inclusion of any course within their discipline area that they believe to be eligible for this category. All courses within this category also count for GE credit in other categories, so students are not required to take on additional coursework.

The C-ID System. C-ID, the Course Identification Numbering System, assigns common designations (C-ID numbers) to significant transfer courses. The C-ID number ties that course to a course outline "descriptor" that was developed by a group of discipline faculty from both the community colleges and 4-year institutions and reviewed statewide. The C-ID descriptor serves as a common point of reference in establishing whether a particular course is comparable to a course offered at another college or 4-year institution. The C-ID descriptor also provides information for ongoing curriculum development and revision of lower division courses. While C-ID's focus is on courses that transfer, some disciplines may opt to develop descriptors for courses that may not transfer to UC or CSU.

Any community college course that bears the C-ID designation has been reviewed and approved by a group of discipline faculty from both the community colleges and 4-year institutions, who have determined the course meets the C-ID requirement for content, rigor, and course objectives. The C-ID descriptor also means that any other course elsewhere, bearing the same number will be accepted by the institution.

Important Note: All core and elective requirements included in the Associate Degrees for Transfer must have full or pending C-ID approval prior to full approval of the degree.

Units and Hours Screen

The District recognizes four types of instruction: lecture, laboratory, activity, and arranged hours (WVMCCD Administrative Procedure 4021). From the student perspective, the primary difference between lecture, activity, and laboratory is the amount of work outside the classroom students are expected to perform. The ratios for in-class to out-of-class weekly hours are 1:2 for lecture, 2:1 for activity, and 3:0 for laboratory courses.

The arranged-hours designation ("Weekly Specialty Hours" in eLumen) is used for courses of any instructional type that are not regularly scheduled over the course of the term, as well as those that require one-on-one interaction between the instructor and the student. See the section on arranged hours below for more information.

Unit increments
The District has set 0.5 as the unit increment, so the minimum number of units a course can carry is 0.5 units. Use the charts below to calculate the number of hours you'll need to allow for your course. Note that while 48 hours is allowable by our district policy, we normally schedule to the full 54 hours. This maximizes the amount of FTES the course earns as well as serves as a form of insurance in case an instructor has to cancel a course meeting. There are serious consequences for students and the college if the number of hours falls below the minimum number required for the units to be awarded.

The District employs a compressed calendar of 16.2 weeks, but for the purposes of unit calculation eLumen uses a standard, 18-week term. DO NOT CHANGE THIS SETTING in eLumen; if you do, your units will not calculate correctly.

Lecture	0.5 units	1	1.5	2	2.5	3	3.5	4	4.5	5
Contact Hours	8-9	16-18	24-27	32-36	40-45	48-54	56-63	64-72	72-81	80-90
Outside-of-class Hours	16-18	32-36	48-54	64-72	80-90	96-108	112-126	128-144	144-162	160-180
Total Hours	27-27	48-54	72-81	96-108	120-135	144-162	168-189	192-216	216-243	240-270
Lab	0.5 units	1	1.5	2	2.5	3	3.5	4	4.5	5
Contact Hours	24-27	48-54	72-81	96-108	120-135	144-162	168-189	192-216	216-243	240-270
Outside-of-class Hours	0	0	0	0	0	0	0	0	0	0
Total Hours	24-27	48-54	72-81	96-108	120-135	144-162	168-189	192-216	216-243	240-270
Activity	0.5 units	1	1.5	2	2.5	3	3.5	4	4.5	5
Contact Hours	16-18	32-36	48-54	64-72	80-90	96-108	112-126	128-144	144-162	160-180
Outside-of-class Hours	8-9	16-18	24-27	32-36	40-45	48-54	56-63	64-72	72-81	80-90
Total Hours	24-27	48-54	72-81	96-108	120-135	144-162	168-189	192-216	216-243	240-270

Variable units

Courses may have variable units, where applicable (e.g. work experience, independent study). These are difficult to enter into eLumen, so consult with the CRC Chair on how to fill out the screens so the hours and units calculate properly.

Arranged hours

There are circumstances under which arranged hours are necessary and appropriate, but they require the use of positive-attendance accounting methods and are often subject to audit by the state. One common issue that can occur is that the course is scheduled with arranged hours, but the COR and/or the catalog do not reflect this. If the COR and the schedule do not agree, the college may be subject to loss of FTES and possible fines if the course is flagged during the annual audit. Faculty should consult with their Division Dean and the Office of Instruction to ensure that any course with arranged hours is properly accounted for in the COR, the catalog and the schedule. In eLumen, arranged hours are entered in the "Weekly Specialty Hours" field.

Things to think about....

By far the most expensive course for the student is the lecture course in terms of units, time and cost. In practice, there is a lot of overlap between lecture and laboratory

courses; students often do activity-based or collaborative work in many lecture courses, and instructors may devote some time during a laboratory course for lecture and may also assign reports and other outside work. Therefore, when developing courses please think first about what type of instruction will work best for the student.

Prerequisites and Entrance Skills Screen

Definitions
(adapted from *Guidelines for Title 5 Regulations Section 55003: Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation*, Chancellor's Office, February 2012).

Prerequisites specify coursework that students are required to complete prior to enrollment in a course or program. The assignment of a prerequisite to a course signifies that the skills or body of knowledge described in the prerequisite are **essential** to the success of the student in that course, and that a student who has not met the prerequisite is **highly unlikely** to receive a satisfactory grade in the course.

Co-requisites also signify that a body of knowledge or course skills is essential to the success of a student in a course. However, this body of knowledge or course skills can be acquired or developed concomitantly with the primary course. Therefore, a student is required to enroll in a corequisite simultaneously with (or, in some cases, may be allowed to enroll in the corequisite prior to) the primary course.

Advisories signify that acquisition of a body of knowledge or course skills will be of great advantage to a student prior to enrollment in a specific course. However, enrollment in a course to acquire this knowledge or skills is not required, merely recommended.

Antirequisites are courses which, if already completed, will not permit enrollment in another course. For example, students who have completed BIO 010 may not enroll in BIO 010H, the honors version of the course. At Mission College antirequisites have historically been coded as such in Banner and not on the course outline, so in most cases antirequisites do not currently require specification in the course outline. Consult with the Curriculum Chair if you are unsure how to proceed with antirequisites.

Justifying and Validating Prerequisites, Corequisites and Advisories
The CRC is responsible for reviewing and scrutinizing all requisites during the approval process. Faculty proposers are responsible for providing justification and validation for all requests for prerequisites, co-requisites and advisories, and must consider the following requirements when proposing them:

- Prerequisites are mandatory when a student is "highly unlikely to succeed" without the prerequisite;

- Prerequisites must be validated on a course-by-course and/or program-by-program basis;
- Prerequisites must be revalidated every six years, or two years for career technical education (CTE, i.e., vocational) courses;
- Prerequisites or corequisites may be required without content review or statistical validation when they are (1) required by statute or regulation, or (2) part of a lecture-lab course pairing within a discipline, or (3) required by four-year institutions; or (4) baccalaureate institutions will not grant credit for a course unless it has the particular communication or computation skill prerequisite (but this must be documented in the section allocated for Content Review);
- Colleges must be attentive to and seek to alleviate any disproportionate impact of a prerequisite or corequisite;
- Students have the right to challenge prerequisites. The student prerequisite-challenge process is clearly stated in the College Catalog and is also described in **WVMCCD Administrative Procedure 4260**.

Entrance Skills
This is where an entrance skill that cannot be addressed with a prerequisite may be noted (e.g. "ability to lift 50 pounds").

Limitations on Enrollment.
This is not a cap on course enrollment but a field in which any exceptions to the "open access" policy of the community colleges is to be noted. For example, if the course requires prior admission to a particular program (e.g. Nursing or Apprenticeship), or there is some other aspect of the course that would limit access of the course to the general public (e.g. Older adult courses taught in nursing homes), this is where those exceptions would be documented.

There is no specific field in eLumen for the course enrollment cap. This decision is not within the purview of the CRC but is determined through the District Load and Enrollment Cap Committee. Consult the Office of Instruction for information on the current process for setting course enrollment caps.

Course Specifications Screen (Methods of Instruction and Evaluation, Representative Assignments, Textbooks, Materials)

Methods of Instruction.
This section should include all methods an instructor might reasonably employ to teach the course, along with any rationale for those methods. Recall that this is the document you are legally required to provide to a new instructor who will teaching the course, so be sure to provide enough information to guide that person as they develop their syllabus and teaching materials.

Representative Assignments

This section is reviewed by 4-year institutions during review for transfer and articulation, so it's very important that it be complete and give an accurate depiction of the types of assignments and level of rigor expected from the course. We are required by to provide examples, not just descriptions, of assignments that address critical thinking, writing and/or skills building, and work that the student is expected to do outside of class. Proposals that only specify "read the chapter in the textbook" or "complete homework problems" as examples of outside work are likely to be returned for revision. Below is a good example of what the reviewer needs to see in this section:

Writing/Skill Building

Students use written skills to demonstrate understanding of material learned in the course. Examples:
1. Using a bicycle as your subject, create your own example that compares the bicycle used as an everyday asset to a bicycle used as a business asset.
2. Prepare an income statement, a statement of owner's equity and a balance sheet.
3. Explain why the life of business needs to be divided into regular, equal accounting periods. What are the issues created by doing this?
4. Write a short report describing the condition of this business, the analytical tools you applied, and the meaning of the results of each tool.

Outside Assignments

Outside issues and topics that the instructor presents in discussion groups with students are merged into the textbook content by means of instructor-student group discussion. Graded assignments with points assigned are designed to build basic principles and procedures competence and consist of the following: homework problems from text, weekly online quizzes, group discussion participation with instructor and other students, and mid-term and final exams.
Specific examples of outside assignments:
1. It is the end of the month. Using the information given, record the necessary adjustments to the accounts before financial statements are prepared.
2. Using the information given, record the transactions of XYZ merchandising company including sales and purchases, in their sales, purchases, cash receipts, cash payments, and general journal as appropriate for each transaction. Internet research assignments can be offered for extra credit not exceeding 10% of required points.

Critical Thinking Assignments

Critical thinking is involved in analyses of financial actions.
Example: Management at Green Bay Company is thinking about spending $100,000 to install on-site exercise and child-care facilities for its employees. However, to pay for this, the company will have to cancel the purchase of four new delivery trucks. Management wants to maximize added value, and is not sure how their decision will affect the added value of the products. Write an analysis for the managers.

Methods of Evaluation

As with Methods of Instruction, please list all methods by which an instructor may choose to evaluate students. Instructors have the right to offer their choice of assessments, so honor academic freedom and be flexible in the methods chosen so that the COR accommodates instructors with different teaching styles.

Textbooks

Textbooks should be the most recent edition and should include the ISBN as well as complete citation information. Lack of textbook or use of an old edition can affect the

outcome of articulation and may result in the proposal being returned for revision. If you are planning on using open-source materials, take special care to cite them such that an external reviewer can access the materials.

Equipment

Document in this section any unusual equipment or facilities required for the course. For new courses, these requirements should also be documented in Program Review if they are expensive or, in the case of facilities, do not yet exist, so they can be addressed through the Resource Allocation process. Otherwise, the course may go through the entire approval process but the College may not be able to offer it if the requisite equipment and/or facilities are not available.

Other resources/materials

Any software or other materials the student will use, either through direct purchase or through a college site license, must be documented here. This is particularly important in terms of ensuring the software meets all requirements for accessibility.

Materials fees

In general, the imposition of Materials Fees is discouraged because the fees require special accounting that is difficult to implement and are subject to audit. However, Education Code section 76365 allows districts to require students to provide various types of instructional materials and enables districts to sell such materials to students who wish to purchase them from the district/college. There are strict limitations on charging a required Materials Fee:

- Required instructional materials must be of continuing value to students outside of the classroom and shall not be solely or exclusively available from the District. The Chancellor's Office has determined that such materials include, but are not limited to: equipment, tools, clothing, and materials necessary for a student's vocational training and employment. There may be situations when the purchase of the supplies individually by students is not practical, safe, or affordable, and it is therefore better for the District to provide the instructional materials by attaching a Materials Fee to the course. For example, many supplies used in studio art courses (e.g. paint solvent, ceramic glaze, etc.) are best paid for as a Materials Fee, and distributed by the instructor for use in the classroom.

- Required instructional materials shall not include materials used or designed primarily for administrative purposes, course management, or supervision. For example, this means that students may not be charged for the use of a learning management system associated with a piece of software.

- Where instructional materials are available to a student temporarily through a license or access fee, the student shall be provided options at the time of purchase to maintain full access to the instructional materials for varying periods of time ranging from the length of the class up to at least two years.

- The required instructional materials must be necessary in order for a specific course objective(s) to be met.

- The materials must be offered at cost to the student. Should the student be

charged a fee that is greater than the actual cost of the item to the District, the District must reimburse the student for the difference in cost.

- Students should be clearly advised when they have the option of providing their own materials or of purchasing those materials at the listed price from the District.
- A fixed amount (not a range) must be specified for the Materials Fee. This amount must be spent fully on materials for students in the course during the semester. No other use of the funds is permitted.
- Materials Fees are determined by a faculty member in consultation with the Dean to determine whether the College may be able to support the costs through the Resource Allocation Process. If a fee is required, it must be included in the catalog course description. Students pay the fee when they register.

Learning Outcomes Screen (Course Objectives and Student Learning Outcomes)

The Course Objectives should be a fairly comprehensive list of the objectives to be met in the course. Course objectives describe discrete skills, tools, and content and specify what the instructor will provide to enable students to master the course material, broken down into manageable stages. Wherever possible, use **Bloom's Taxonomy** and start the objective with the active verb. Below is a good example of course objectives (from CHD 016, Infant and Toddler Development).

- Describe the key characteristics of a caregiver and list the ways these characteristics can be evaluated.
- Compare and contrast caregiving practices and environments that support optimal development.
- Describe and critique infant-toddler research and issues.
- Demonstrate the skills to observe, record, and evaluate infant and toddler's growth and behaviors to developmental concepts and theories.
- Identify and explain the pattern of the child's growth and development from prenatal through 3 years.
- Evaluate and assess materials for infant-toddlers.
- Analyze and demonstrate knowledge of the different language development theories of the very young child and describe the implications for developing experiences and activities for those children.
- List the characteristics and points to consider to evaluate the nutritional component of the program for very young children and demonstrate how this component fits in with the other parts of curriculum and development.
- Describe the criteria to be used to determine if the caregiver and parents have established a mutual caring relationship which furthers the development of the young child.
- Design and implement experiences and activities to further the development of infant-toddlers.
- Demonstrate knowledge of biological and environmental factors that influence pre-conception and prenatal health and development.
- Analyze the multiple contextual influences on infant and toddler development including diverse family practices and environment.

The course learning outcomes, or SLOs, should be designed to articulate or encapsulate the major areas of knowledge or skill the student has attained by the end of the course and should be written in such a way that the outcome can be measured through some sort of assessment instrument or criteria. The results of learning outcome assessment are addressed in Program Review and are tied to the Resource Allocation Process, so it serves the needs of the students and the college to invest the time to develop outcomes that are measurable and can be used to identify disproportionate impacts or areas in which the curriculum could use support or other funding. Below is an example of SLOs, also from CHD 016.

- Accurately identify and explain biological and environmental factors that influence pre-conception and prenatal health and development
- Apply concepts and theories in child development to the observation and evaluation of infant and toddler's growth and behaviors.
- Analyze the multiple contextual influences on infant and toddler development including diverse family practices and environment.

There are no hard rules on the number of objectives or outcomes but bear in mind that the objectives should describe the purpose behind the content covered in the course. Consequently, a proposal with one or two objectives and a 13-item course outline may be returned for further work. Learning outcomes should address overarching themes or knowledge the student should have attained by the end of the course and thus should not recapitulate the entirety of the course outline. As a further consideration, outcomes must be assessed on a regular basis so in general it's useful to restrict them to a manageable number.

Course Outline Screen

Per Title 5, § 55002, the CRC is charged with determining whether the course meets expected standards of college-level work with respect to (1) rigor and depth, and (2) that the units are commensurate with the amount of content to be delivered in the course. To assist them in this process, the course outline should provide not only the list of topics but also include subheadings or other information that can give the committee guidance on the material to be covered in the course.

Colleges are now held to a higher standard where the description of the course content is concerned, so please pay special attention to this section of the COR. The Course Outline should not be a cut-and-paste of the table of contents from the textbook, nor should it be comprised of the weekly schedule of topics. This only demonstrates to the CRC that the course has not been given thoughtful consideration and compared against a C-ID descriptor or comparable course from another institution and will generally result in the return of the proposal.

Lab Outlines
For courses that include both lecture and laboratory components, the lab outline must be included. It should not be a repetition of the lecture outline but should describe in some detail the actual laboratory activities to be performed in the course.

Distance Education Addendum

Per **Title 5 § 55202**, an approved Distance Education (DE) Addendum is required for all courses that may be offered online ***before*** they may be scheduled for online delivery. Proposers are strongly encouraged to consult the MC Distance Education Handbook for more information on the requirements for distance education prior to submitting their proposal: https://missioncollege.edu/online-learning/faculty_resources.html.

All DE addenda are reviewed and approved separately by the Distance Learning Coordinator prior to review by the CRC, and courses with DE addenda are approved separately both by the CRC and the Board of Trustees (**Title 5 §55206**). The Distance Learning Coordinator is a voting member of the CRC and has special expertise with respect to statutory requirements pertaining to online curriculum, and her role is to advise and guide faculty through the course design process to ensure that each course meets all College policies and statutory requirements for DE courses and follows the principles best practices of online learning.

The Distance Education Addendum is completed as a separate screen in eLumen. Each of the questions on the addendum must be answered in full. Include the URLs for web-based materials and software downloads and provide any other links necessary for the DL Coordinator and the CRC to review the course content.

The decision to create and teach a fully online or hybrid course depends on several different factors including the availability of resources, including the availability of faculty trained in online education, the learning outcomes for the course and/or program, and the capacity of the program to maintain quality standards for distance education. Resources for course design and development can be found in the MC Online Learners Group on Canvas (contact Heather Rothenberg, Distance Learning Coordinator, for more information on joining this group, heather.rothenberg@missioncollege.edu).

All online and hybrid courses must be included in the college catalog and fully approved for articulation and transfer before they can be placed in the schedule of classes. The catalog and the schedule carry notations next to the course description that designate the course as online. Hybrid courses must also include the meeting dates, times, and location for any required meetings in the schedule of classes.

The course materials for an in-person course and distance education course should be equivalent. Consult the faculty handbook for information regarding the selection of appropriate course materials. All course materials (electronic or physical) must be clearly stated on the course syllabus. If students must pay an access fee for online materials, they must meet the guidelines provided by **Title 5 § 59400**.

Title 5 § 59402 specifies that students enrolled in a distance education courses must be able to use electronic materials in the same way as they would physical textbook

materials. This means that students should be able to download, save or print materials not only during the course but after it as well. Any publisher materials that do not allow students to save materials are in violation of Title 5 regulations.

All required course materials, regardless of where they reside (within the course management system or elsewhere) must be compliant with the Americans Disability Act ADA and Section 508 of the Rehabilitation Act of 1973 per Title 5 regulations. Course materials must also meet the standards for the federal Family and Educational Rights Protection Act (FERPA). Consult with the Distance Learning Coordinator on the most recent updates to these statutes and regulations.

In addition to any materials placed in the course shell in Canvas, instructors also need to ensure that online third-party resources (websites, videos) comply with accessibility guidelines. This also applies to preloaded publisher-created content. Some publisher-ready materials may not include Alt-tags or other accessibility options and may not be FERPA compliant. Before considering materials for a course it is important to find out if instructors can alter the course content to make it accessible and assure FERPA compliance.

Proposal Submission

Once the curriculum proposal is complete it may be submitted for review. The full review and approval process is covered in **Section 5**, below.

C. Noncredit Courses

General considerations
Noncredit courses serve a valuable role in certain fields as they are free to the student, can be repeated, and offer a lot of flexibility with respect to enrollment. That said, they are limited to certain subject areas, must meet fairly strict requirements in terms of attendance accounting, and are subject to a higher level of scrutiny by the Chancellor's Office. For these reasons, it's important to pay very close attention to the requirements and guidelines below before launching noncredit courses. For more information, faculty may also wish to consult the **Chancellor's Office Program and Course Approval Handbook** (PCAH) and the **ASCCC 2019 Paper on Noncredit Instruction**.

Types of Noncredit Curriculum
All noncredit courses are offered on the basis of hours, not units, and there is no formal categorization of a course as lecture, laboratory or activity. Students are assessed on the basis of completion of learning objectives, and do not receive grades that are entered into the credit transcript of record or used to calculate the GPA. All noncredit courses are subject to the same local review and approval process as credit courses.

Noncredit courses may be offered within one of the following 10 categories:

- English as a Second Language (ESL)*
- Elementary and Secondary Basic Skills*
- Short-term Vocational*
- Workforce Preparation*
- Home Economics

- Immigrant Education
- Health and Safety
- Parenting
- Courses for Older Adults
- Substantial Disabilities

Courses within the 4 categories marked with an asterisk are eligible for the highest level of enhanced funding (in the form of FTES apportionment) if they are part of a certificate program that has been approved as a **Career Development/College Preparation (CDCP) Program**. Courses within the other categories may also qualify for some level of enhanced funding, depending on the type of program.

In addition to the 10 categories above, programs may offer supervised tutoring and learning assistance in support of another course or courses (**Title 5 § 58172**). For those open entry/open exit courses that provide supplemental learning assistance, "*the COR for the supplemental open-entry/open-exit course must identify the course or courses it supports, as well as the specific learning objectives the student is to pursue...the supplemental COR must be prepared in light of the primary course objectives, but the hours for the supplemental COR will then be based on the objectives and related assignments specified in the supplemental COR* (Program and Course Approval Handbook, 6th edition, p. 115). Noncredit courses may also be offered within approved apprenticeship programs.

Mirrored Courses. Mirroring existing credit classes into noncredit class offerings addresses the unique college and career goals of adult education noncredit students who are interested in exploring the rigor and expectation of credit courses without the pressure of the credit course such as the tuition fees, the Carnegie rule, and the course repeatability restrictions. Additionally, students are able to achieve Career Development and College Preparation Certificates of Competency and / or Completion typically in the CTE and ESL disciplines.

A mirrored class COR includes the exact same content and required fields as the credit class COR and goes through a similar approval process. These mirrored courses are listed in the schedule of classes, and usually have the credit faculty as the instructor of record. Noncredit students register for the noncredit course, but there is often a limit on how many noncredit students may enroll. The number of seats available to noncredit students is decided discipline by discipline. Noncredit students attend the course lectures and/or labs throughout the given semester and are required to complete the same work and assignments as the credit students enrolled in the dual-listed credit course. The significant difference is that the noncredit students will earn a grade of Pass/Satisfactory Progress/No Pass while the credit students will earn a letter grade after completing the course.

Developing the Noncredit COR
The noncredit course outline of record requires almost all the same elements as a credit course outline. The major differences are outlined below:
- Faculty Discipline assignment
  - The Faculty Minimum Qualifications for noncredit instruction are often lower than those for credit courses within the same discipline. Be sure to check the appropriate minimum qualifications prior to submitting your proposal.
- Course repetition option ("Retakes" in the Course Development Option in eLumen)
  - Noncredit courses may be repeated, up to a limit determined by the department faculty. The faculty should use the available field to describe their department policy or justification for the number of repeats.
- Grade Options
  - The Satisfactory Progress Grade may be selected, in addition to Letter Grade and/or Pass/No Pass grading options
- Credit/Non-Credit Options (in the Units and Hours Screen in eLumen)
  - Select "Noncredit" for the Course Credit Status (CB04), and then select the appropriate Noncredit Category (CB22). If the course is eligible to be part of a CDCP Program (see list above) then make the appropriate selection under Course Classification Code (CB11). The Funding and Non-Credit Characteristic fields may be left blank.
- Weekly Student Hours.
  - This is where you'll specific the weekly in-class and out-of-class hours. Note: noncredit courses may specify out-of-class hours. The minimum number of hours for a noncredit course is 3. There is no hard limit on the maximum of hours, but the course should include only the number of hours the faculty believe is necessary for the average student to master the course objectives. If the course includes out-of-class hours then use the "lecture" category; if it's an activity-only course then use the "lab hours" category. If the ratio of hours is not intended to be the same as the default specifications of 1:2 for lecture or 3:0 for laboratory, or you wish the course to have a range of hours, then consult with the Curriculum Chair for assistance in entering the correct hours into eLumen. If the "noncredit" category was selected for the course, eLumen does not calculate units but does calculate the total term hours for the course.
- Course Format.
  - One important consideration for a noncredit course, that isn't currently specified in eLumen, is whether the course is to be offered in an "open entry-open exit" format, in which a student can start or stop at any point within the scheduled term of the course, or whether the student is expected to attend for the entire term of the course. In either case, the instructor should be knowledgeable about and prepared to do Positive Attendance Accounting for the course, as noncredit courses do not follow the census-date process for accounting. The course outline should also reflect the manner in which the course is to be offered; if it's an open-entry course then a topic outline that requires strict progression from one unit to the next is not advisable.

Noncredit courses are not transferable, but if they are CDCP-eligible they may be part of a Certificate of Competency (Workforce/Vocational) or Certificate of Completion (Basic Skills or ESL). They may or may not require textbooks or other materials, as deemed appropriate by the faculty proposer.

Noncredit courses may be offered through distance education, but there are very specific requirements for documentation of out-of-class hours when the course is to be offered online. Consult with the Distance Learning Coordinator and the Office of Instruction for direction on how to document these hours in the COR.

D. Revising Credit and Noncredit Courses

Title 5 requires that all credit courses must be fully reviewed every 6 years, but CTE courses must be reviewed every two years to document re-validation of prerequisites and review for currency by the program advisory group. This applies to both credit and noncredit courses. Courses that are approved for transfer/articulation with CSU and UC must be resubmitted for articulation with every major revision, so always check to ensure that the COR is complete and current with respect to content, assignments, course objectives, and textbooks prior to submitting your revision.

Special Considerations with eLumen

- Every course that was previously approved using Curricunet has the most recent Curricunet COR uploaded to the course as an attachment. If you are revising a course that has not previously been revised in eLumen, use the Curricunet COR as a reference, but be sure to make any necessary changes to the course content and objectives, update textbooks, etc. as needed to comply with the new standards.
- It's a good practice to check all the course elements during any course revision, but with the migration to eLumen there are several elements that must be double-checked as they may no longer be accurate (or there at all):
    o **Faculty Discipline assignment(s)**. These are often missing from the course outline. If you are unsure of the discipline, check the Faculty Minimum Qualifications Handbook and/or consult with the CRC Chair. Be sure to put the discipline assignment in the correct degree field (e.g. masters, associates)
    o **Grading Options**. Many courses that have both Letter Grade and Pass/No Pass options, and also only Pass/No Pass grading, may be showing only the Letter Grade option in eLumen. Be sure to select all options that apply.
    o **Requisites**. Prerequisites, corequisites and advisories often appear in the course outline as simple text strings and are not actually linked to the course in eLumen. You'll need to follow the process for a new requisite and delete the old in order to have it work properly in eLumen. It's important not to overlook this, as the requisite courses will not show up in a Course Impact Report if they aren't properly entered into the target course, and this can affect a number of tracking processes.
    o **Methods of Instruction and Evaluation**. These may be missing altogether.

- **Representative Assignments**. These may be incomplete or missing altogether.
- **Materials Fees**. These may be missing or incomplete. It's not sufficient to put only the dollar amount of the fee; the items the fee will cover also have to be included See p. 25 of this manual for more information on requirement and restrictions with materials fees.
- **Distance Education Addendum**. If your course was approved for distance education prior to the migration to eLumen, you'll need to fill out the Distance Education Addendum in eLumen. Standards and statutory requirements for distance education have changed in the last few years, so be sure to review the Distance Education Handbook prior to launching your revision.
- **Noncredit Courses**. The requirements and guidelines for noncredit courses are undergoing revision, so before submitting your revision be sure you are up to date on the current requirements.

E. Inactivating Courses

Course inactivation refers to the process by which a course is removed from the active-course inventory, both locally and at the state. Per Title 5, we are not supposed to keep courses on the books for more than two years without offering them, so it's important to keep track of courses that are no longer being offered. Even if they've been inactivated, the course outlines still remain as inactive courses within eLumen, so they never really go away and can be accessed as a reference (click on "show inactive courses" in the Curriculum Library; see arrow on screenshot below). However, once a course is inactivated it can't be resuscitated from the original COR; a new course must be launched to replace it.

IMPORTANT – RUN THE COURSE IMPACT REPORT BEFORE INACTIVATING COURSES
 Prior to launching a course inactivation it is imperative that the Course Impact Report be run on the course to identify all programs of which the course may be a part. If those programs are in other departments, there must be discussion between all departments and the Articulation Officer about what substitute courses may be available, and how the inactivated course will be replaced if there are no substitutes available.

A. Definitions and Standards

Title 5 §55000 defines an "educational program as "an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education." The Academic Senate, CRC, Office of Instruction and Office of the President, and the Board of Trustees are all charged with the responsibility for ensuring that new programs and certificates meet the following standards:

1. **Mission**. The objectives of the proposed program must be consistent with the Mission College mission statement and goals and with the mission of the community colleges.
2. **Need**. There must be a demonstrable and well-documented student demand for the program.
3. **Curriculum Standards**
   a. **Quality**. The objectives of each required course should be clearly necessary and sufficient to meet the stated goals and objective of the program. Successful completion of the work as laid out in the outlines of record submitted for each course required in the program, and in the required sequence, must be sufficient to enable students to fulfill the program goals and meet the stated program objectives. The CORs for each course must be complete, rigorous, current, and effective.
   b. **Completeness**. The standard format for outlines of record used by the college should encourage complete information, as required by Title 5, section 55002(a)(3) with specific examples of textbooks, teaching methods, assignments and evaluation of sufficient substance.
   c. **Rigor**. The stated objectives of the constituent courses must meet the standards of **TItle 5 § 55002(a)** regarding critical thinking, writing, evaluation and grading at the college level. The course objectives must include critical thinking and should be linked to subsequent areas of the COR to make clear how critical thinking will be taught and evaluated.
   d. **Currency**. The content, textbooks, software, and other materials, including library assignments, for each constituent course must represent current or emerging knowledge and practice for that subject or occupation.
   e. **Effectiveness**. The course objectives should be comprehensive enough that it is possible to trace the reason for each of the course specifications by reference to at least one course objective.
4. **Resources & Facilities (including faculty expertise)**. The college must be able to commit the resources necessary to support the program at the level of quality presupposed in the program design, for the proposed numbers of students, and offer it with sufficient frequency to meet the program objectives and enrollment projections.
5. **Compliance**. Programs must comply with any other applicable laws, including federal regulations, licensing requirements, and any particular legal requirements.

Faculty interested in developing a new program are strongly encouraged to read through the **Program and Course Approval Handbook** (PCAH), Section 3, Credit Programs Criteria and Standards. What follows here is a brief description of the types of

program and general considerations in developing a new program. To avoid delay with your program, consult the PCAH, the CRC Chair, and the Office of Instruction for full information and guidelines on all requirements and documentation.

B. Types of Program

Associate Degree

The Associate in Arts or Associate in Science degree is the most common degree offered by the community college system and may be offered in any field or discipline area for which there is a demonstrated need.

Minimum Requirements for the Associate Degree (Title 5 §55063):

There have been recent, significant changes to the minimum requirements for the associate degree, due primarily to AB705, so the entirety of the revised regulation, effective Fall 2019, is reproduced below.

The governing board of a community college district shall confer the associate degree upon a student who has demonstrated competence in reading, in written expression, and in mathematics, and who has satisfactorily completed at least 60 semester units or 90 quarter units of degree-applicable credit course work (as defined in section 55002(a)) which falls into the categories described in section 55062. A college may also accept toward satisfaction of this requirement courses that were not completed at a California community college that would reasonably be expected to meet or exceed the standards of section 55002(a).

Effective for all students admitted to a community college for the Fall 2019 term or any term thereafter, competence in written expression shall be demonstrated by obtaining a satisfactory grade in an English course at the level of the course typically known as Freshman Composition (either Freshman Composition or another English course at the same level and with the same rigor, approved locally) or by demonstrating competency that is comparable to satisfactory completion of the specified English course, determined locally. Satisfactory completion of an English course at the level of Freshman Composition shall satisfy both this competency requirement and the coursework requirement set forth in subdivision (b)(1)(D)(i) of this section.

Effective for all students admitted to a community college for the Fall 2019 term or any term thereafter, competence in mathematics shall be demonstrated by obtaining a satisfactory grade in a mathematics course at or above the level of the course typically known as Intermediate Algebra (either Intermediate Algebra or another mathematics course at or above the same level, with the same rigor and with Elementary Algebra as a prerequisite, approved locally) or by demonstrating competency that is comparable to satisfactory completion of a mathematics course at or above the level of the course typically known as Intermediate Algebra, determined locally. Satisfactory completion of a mathematics course at or above the level of Intermediate Algebra shall satisfy both this competency requirement and the coursework requirement set forth in subdivision (b)(1)(D)(ii) of this section.

The competency requirements for written expression and mathematics may also be met by obtaining a satisfactory grade in courses in English and mathematics taught in or on behalf of other departments and disciplines, and which, as determined by the local governing board, require entrance skills at a level equivalent to those necessary for Freshman Composition and Intermediate Algebra respectively. Requirements for demonstrating competency in reading shall be locally determined.

The required 60 semester or 90 quarter units of course work must be fulfilled in a curriculum accepted toward the degree by a college within the district (as shown in its catalog). It must include at least 18 semester or 27 quarter units in general education and at least 18 semester or 27 quarter units in a major or area of emphasis as prescribed in this section. Of the total required units, at least 12 semester or 18 quarter units must be completed in residence at the college granting the degree. Exceptions to residence requirements for the associate degree may be made by the governing board when it determines that an injustice or undue hardship would be placed on the student.

(a) Requirements for a major or area of emphasis.
    (1) At least 18 semester or 27 quarter units of study must be taken in a single discipline or related disciplines, as listed in the community colleges "Taxonomy of Programs," or in an area of emphasis involving lower division coursework which prepares students for a field of study or for a specific major at the University of California or the California State University.
    (2) Effective for all students admitted to a community college for the Fall 2009 term or any term thereafter, each course counted toward the unit requirement of this subdivision must be completed with a grade of C or better or a "P" if the course is taken on a "pass-no pass" basis.
(b) General Education Requirements.
    (1) Students receiving an associate degree shall complete a minimum of 18 semester or 27 quarter units of general education coursework which includes a minimum of three semester or four quarter units in each of the areas specified in paragraphs (A), (B) and (C) and the same minimum in each part of paragraph (D). The remainder of the unit requirement is also to be selected from among these four divisions of learning or as determined by local option:
      (A) Natural Sciences. Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the general education requirement in natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific method, and encourage an understanding of the relationships between science and other human activities. This category would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics and other scientific disciplines.
      (B) Social and Behavioral Sciences. Courses in the social and behavioral sciences are those which focus on people as members of society. To satisfy the general education requirement in social and behavioral sciences, a course shall be designed to develop an awareness of the method of inquiry used by the social and behavioral sciences. It shall be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate. This category would include introductory or integrative survey courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology and related disciplines.
      (C) Humanities. Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course shall be designed to help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments. Such courses could include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.
      (D) Language and Rationality. Courses in language and rationality are those which develop for the student the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses. Such courses include:
            (i) English Composition. Courses fulfilling the written composition requirement shall be designed to include both expository and argumentative writing. Such courses may be taught in disciplines such as, but not limited to, English and English as a Second Language.
            (ii) Communication and Analytical Thinking. Courses fulfilling the communication and analytical thinking requirement including, but not limited to oral communication,

mathematics, and quantitative reasoning such as logic, statistics, computer languages and programming, and related disciplines.
(2) Ethnic Studies will be offered in at least one of the areas required by subdivision (1).

(c) While a course might satisfy more than one general education requirement, it may not be counted more than once for these purposes. A course may be used to satisfy both a general education requirement and a major or area of emphasis requirement. Whether it may be counted again for a different degree requirement is a matter for each college to determine. Students may use the same course to meet a general education requirement for the associate degree and to partially satisfy a general education requirement at the California State University or University of California, if such course is accepted by that system to satisfy a general education requirement.
(d) For the purpose of this section, "satisfactorily completed" means either credit earned on a "pass-no pass" basis or a grade point average of 2.0 or better in community college credit courses in the curriculum upon which the degree is based.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

WVMCCD Administrative Procedure 4025 establishes the philosophy and criteria for the Associate Degree and General Education. The degree requirements for the Mission College Associate Degree may be found **here.**

Associate Degrees for Transfer (AD-T, specifically AA-T or AS-T)

CSU Transfer Degrees

The CSU AD-T (AA-T or AS-T) degrees are offered by the college but are based upon a Transfer Model Curriculum (TMC) that is developed and approved jointly between the CSU and Community College systems, per Education Code section 66746. Any student who completes the AD-T is guaranteed transfer with junior status to a CSU and can also start and complete the AD-T at any college. For this reason, the programs belong not so much to any one college but to the CCC and the CSU systems, and colleges must follow the approved course list in the TMC. Approved TMCs can be accessed **here**.

There are several important differences between an AD-T and a local associate degree:
- there is a statutory cap of 60 total units for the degree.
- the local Associate Degree proficiencies (currently LIB 010, COM 001 (or equivalent) and REA 054 (or equivalent)) are not specifically required for the AD-T but may be required for the baccalaureate degree.
- Students must complete the Intersegmental GE Transfer Curriculum (IGETC) or the CSU GE-Breadth Requirements (exception: high-unit STEM majors which allow the delay of one Arts/Humanities course and one Social/Behavioral Science course until after transfer).
- The courses that are included in the core and restricted electives must be reviewed and approved by C-ID prior to the submission of the AD-T to the State Chancellor's Office. Otherwise the Chancellor's Office may delay approval of the program until the courses have been approved.

To avoid delays, consult with the Articulation Officer during the development of an AD-T to determine what courses will need to be submitted to C-ID and to obtain guidance on completing the program proposal and navigating the approval process.

UC transfer pathway (new for 2019)

Beginning in Fall 2019, the University of California launched a pilot program with transfer degree pathways in Chemistry and Physics. These degrees are closely modeled on the CSU AD-T but do not have a 60-unit cap or require completion of the IGETC GE Pattern. Consult with the Articulation Officer for updates about this new transfer pathway.

Certificates

Definitions and types of certificate

Certificates are awards that recognize a well-defined sequence of courses designed to develop knowledge or skills associated with a career field or with completion of a GE Pattern. Certificates may be classified according to the number of units:

Type of Certificate	High-unit Certificate of Achievement	Low-unit Certificate of Achievement	Certificate of Proficiency
Number of units	16 or more	8-15.5	<16
Chancellor's Office Approval	Required; transcripted	Not required; transcripted if approved by CO	Not eligible
Eligible for Financial Aid?	Yes, if 18 or more units	No	No

Stackables

One attractive feature of certificates is that they can be designed in such a way as to be "stackable"; that is, each certificate represents a key milestone in the progression toward a larger certificate, degree or even transfer. Students can complete the material in these smaller increments and still have demonstrated progress toward the larger goal. This helps programs align curriculum to the short- and long-range needs of the workforce, provides students with employable skills they can immediately put to use.

One common model for a stackable certificate program is to start with a credit or noncredit program in foundational skills, which forms the basis for one or more certificates that offer curriculum geared to a general industry category, which in turn provide skills to prepare a student to complete a specialized certificate or degree in a particular occupation. Commonly, the coursework for the highest-level certificate

matches that for the associate degree, such that the student earns the certificate award and then continues to work toward the associate degree with no loss of units.

Stackable certificates provide a clear pathway for students and thus present a lot of advantages. However, it's important to recognize that students who need to rely on financial aid to start or stay in school must have a high-unit, "full-size" certificate pathway that gives them full access to financial aid.

Noncredit Certificates

There are two types of noncredit certificates for CDCP-eligible programs:
Certificate of Completion (short-term vocational or workforce preparation)
Certificate of Competency (basic skills, ESL, Vocational ESL)

These programs require a minimum of 2, clearly sequential courses, each with a minimum total of 3 semester hours. The standards of approval for noncredit programs are the same as those for credit programs in terms of appropriateness to the mission of the college, demonstrated need, and feasibility. There are some additional requirements for noncredit programs with respect to attendance accounting and reporting requirements, so those seeking to develop a noncredit certificate program are strongly encouraged to read through the section on Noncredit Programs and Courses in the **Program and Course Approval Handbook**.

C. Developing a New Program

The role of Program Review

Ideas for new programs come from a variety of sources and at times that are not always convenient to the Program Review timeline, but wherever possible faculty are strongly encouraged to work through ideas for new programs or expansion of existing programs within the Program Review process. This is where the department can discuss and document the need for the program and examine the role of the program within the context of existing programs to determine the need for new courses, facilities or other resources (e.g. new faculty).

The Next Step: the Academic Directions Committee

The Academic Senate follows a two-step process in the review and approval of all new degree and certificate programs that starts with the Academic Directions Committee, a subcommittee of the Academic Senate. The ADC reviews the program proposal and supporting documentation and makes a recommendation to the Academic Senate to approve the program to move forward to the CRC for full review and approval. The proposal must include the following:

1. Program Outline that includes a list of all courses (including course descriptions for those that will be written for the program)

2. Program narrative document. This document is separate from the narrative screen in eLumen and will subsequently be submitted to the Chancellor's Office as part of the state approval process. Contact the CRC Chair for the appropriate narrative template.
3. Any information not required in the narrative that supports the program proposal (e.g. Program Review, letters from industry experts, student surveys, etc.)

As part of the review process, the ADC determines whether the program fits the mission of the college and the community college system, whether resources will be in place to support the program, and whether the program fits with the balance of curriculum of the college. Contact the ADC and CRC Chairs early in the program development process for more information on the most current process and documents.

Special considerations for CTE programs

In addition to the requirements listed above, CTE programs must be assigned a vocational TOP Code (these codes have an asterisk) and must also provide the following to the ADC and the CRC:
- documented review by the CTE Committee prior to review by ADC, which includes a recommendation to the ADC regarding the "fit" of the program within the overall CTE offerings of the college;
- labor-market analysis specific to the region for the career(s) or industry addressed by the program;
- minutes from a recent meeting of the program advisory committee documenting that the proposed program has been reviewed and approved by local professionals in the industry.

These same supporting documents are also reviewed by the CRC, the administration, and the BACCC (our regional CTE Consortium), as well as the state Chancellor's Office during later phases of the program review and approval process, so it helps prevent delays if all this documentation is complete before the proposal begins its journey.

Noncredit Certificate Program

Certificates of Competency vs. Certificates of Completion
As described above, Certificates of Completion may be developed for noncredit programs that meet the requirements for short-term vocational training or workforce preparation, and Certificates of Competency may be developed for basic skills, ESL or vocational ESL (VESL).

During development, noncredit programs must go through the same local process of review described above for credit programs. Currently the Chancellor's Office regulations and requirements for noncredit programs are somewhat in flux, so faculty wishing to develop a noncredit program should consult with their Division Dean, the CRC Chair, and the Office of Instruction for the current process.

D. Elements of the Program Outline of Record

Definitions and Standards

Title 5 § 55130 describes the required elements of the Program Outline of Record and the conditions which must be met for the program to be compliant with Title 5 regulations and Education Code statutes.

Program Description

This is the program description that will appear in the College Catalog and is reviewed by the Board of Trustees as part of the approval process, so it must be complete and free of typographical and grammatical errors. Mission College has a strict format for program descriptions that includes a brief description of the program, the Program Learning Outcomes, and Career/Transfer Opportunities. Proposals without a program description that includes these elements will be returned to the proposer. Below is an example of a correctly-formatted program description.

Associate in Arts in Kinesiology for Transfer (AA-T)

The Associate in Arts in Kinesiology for Transfer (AA-T in Kinesiology) is designed to provide a clear pathway to a CSU institution for students who plan to transfer and complete a CSU major or baccalaureate degree in Kinesiology California Community College students who are awarded an Associate in Arts in Kinesiology for Transfer (AA-T in Kinesiology) are guaranteed admission with junior standing somewhere in the CSU system and given priority admission consideration to their local CSU institution or to a program that is deemed similar to their community college major. This priority does not guarantee admission to specific majors or institutions.

The Associate in Arts in Kinesiology for Transfer (AA-T in Kinesiology) is designed to introduce the student to many facets of the science and study of movement. Kinesiology courses enhance skills and physical development in combatives, dance, individual and team sports, and fitness. Courses provide a foundation for understanding human anatomy and physiology. Students completing this program successfully will be able to demonstrate an understanding of the major systems of the human body as they relate to movement and activity by identifying, explaining, and applying principles of anatomy and physiology in various contexts. Students who complete the Associate in Arts in Kinesiology for Transfer (AA-T in Kinesiology) meet the lower-division requirements for transfer to a four-year program of study in Kinesiology.

Program Learning Outcomes:
- Students will demonstrate an understanding of the major systems of the human body as they relate to movement and activity by identifying, explaining, and applying principles of anatomy and physiology in various contexts.
- Students will critically analyze movement and effectively communicate their analysis.

Career/Transfer Opportunities:
Students have the skills and knowledge to transfer to a four-year institution (with the completion of a the Associate in Arts in Kinesiology for Transfer (AA-T in Kinesiology), and pursue a career in the following areas: coach, teacher, athletic trainer, sports management, sports medicine, dance therapy, and choreography.

Course Lists ("Course Blocks" screen in eLumen)

All core and elective courses must be included in this section of the Program Outline. It's much easier for the student, the CRC, and the Board to review a program if the core curriculum is in a separate course block from the electives. Some degrees (e.g. AD-Ts) require that courses be placed in lists, which would each correspond to a separate block in eLumen (e.g. "List A," "List B" and so on). This section of the program outline can be baffling the first time around, so follow the eLumen Guide and don't hesitate to consult the CRC Chair as needed for training and assistance.

Some programs require preparatory coursework that isn't part of the program award but which should be noted on the Program Outline of Record so the student has a better understanding of the scope of the coursework involved to earn the award. This information may be included in the program description; however, the CRC recommends that the courses be included in the course list as 0-unit coursework so that the courses may be included in any course impact report run on the program or on the course.

Recommended Sequence

The recommended sequence of courses gives the reviewer a better sense of how the program fits together. It's also a required element in the program narrative submitted to the State Chancellor's Office when the program is submitted for review and inclusion in the curriculum inventory.

Narrative

The program narrative screen in eLumen parallels to some extent the more comprehensive program narrative document required for every program. Degree and certificate programs each have a narrative template, which may be found **here**. The templates for transfer degrees (AD-Ts) may be found **here**. Review the relevant section in the PCAH and consult with the CRC Chair for assistance with the program narrative.

In the Narrative section of eLumen, you'll see a link to use to upload documents. Upload the program narrative document, advisory committee minutes, and any other supporting documentation for the proposal. All of this will be reviewed by the CRC and the administration during the approval process.

D. Revising Programs

As with courses, non-CTE programs must be reviewed every 6 years and CTE programs every 2 years for currency. With the exception of AD-Ts and CTE programs, credit program revisions are chaptered without review by the State Chancellor's Office but must submit updated program outlines and narrative documents with every revision. Revisions to AD-Ts must include updated program outlines and the most current versions of the TMC and TMC-specific narrative documents. These can be obtained **here**. For CTE programs, the two-year revision process includes an updated narrative document that must include updated labor-market analysis and recent advisory

committee minutes documenting that the program was reviewed by industry experts per **California Education Code § 78016**.

As with credit programs, noncredit programs must be revised every six years for non-CTE Certificates and 2 years for those in CTE fields.

E. Program Inactivation

Program Inactivation is a process that begins, and ends, outside of the regular program development and and revision processes. It is covered in detail as part of the Curriculum Review and Approval Process, **below**.
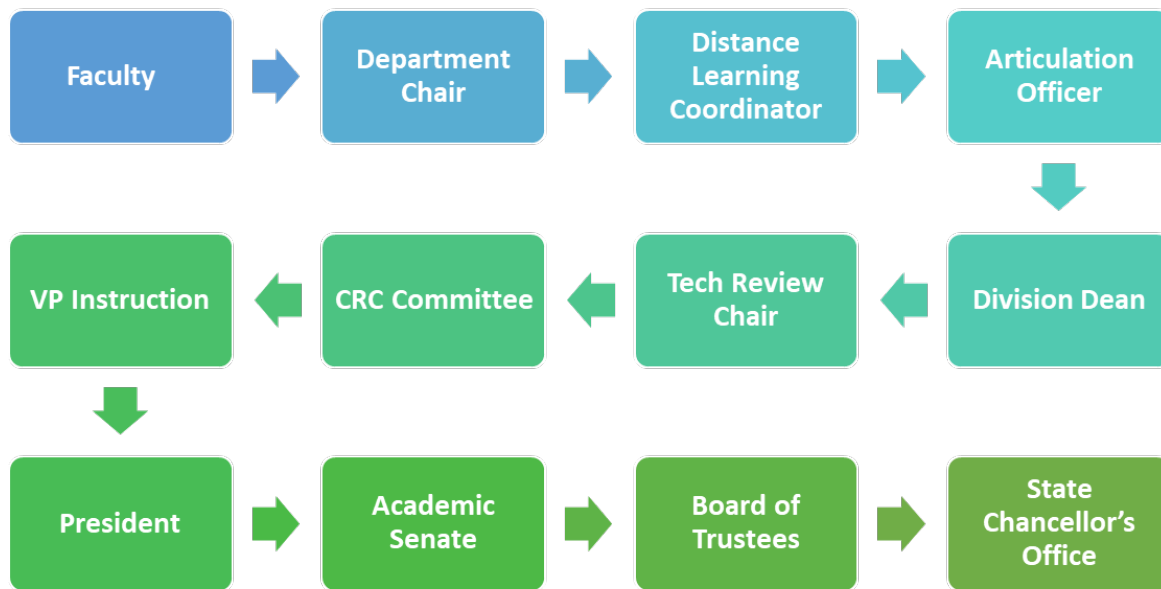
A. Courses

I just hit the Submit button! What's Next?!

Once your proposal has been submitted it goes through a lengthy process of review and approval, known as a "Workflow" in eLumen. How lengthy depends on the type of proposal and whether it includes a DE Addendum. In general, the review process goes as follows:

```
Faculty → Department Chair → Distance Learning Coordinator → Articulation Officer
                                                                    ↓
VP Instruction ← CRC Committee ← Tech Review Chair ← Division Dean
    ↓
President → Academic Senate → Board of Trustees → State Chancellor's Office
```

The initial review is intended to occur within the department level, between the faculty proposer and the department chair, to ensure that the proposal has been approved by the department and meets the content, units and other criteria decided upon by the department. Once the proposal reaches the DL Coordinator or Articulation Officer, it may be returned to the proposer level if it is incomplete or requires additional information or correction of an error.

If your proposal comes back to you, open it in "Step View" and look for the Comments at the bottom of each screen. These will provide guidance for the changes you need to make. You will usually also receive an email from the Distance Education Coordinator, Articulation Officer, Tech Review Chair or Curriculum Chair alerting you that the proposal has been returned and offering guidance. Once you, as the proposer, have made the corrections please note this with a Comment in each section and then alert the CRC Tech Review Chair that you have resubmitted the proposal. The CRC Tech

Review team can advance the proposal back to the Tech Review level and continue with the review.

Once the curriculum has been fully reviewed and approved by the college, it is placed on the agenda of the next available Board of Trustees meeting for review and approval. There is a lag time of several weeks between the due date for the Board agenda items and the actual Board meeting, and this can cause unavoidable delays in moving curriculum forward. Once the Board has approved the curriculum the Office of Instruction submits it to the Chancellor's Office.

For all credit courses, the Chancellor's Office now employs a Certification Process to add new courses and update revised courses in the State Curriculum Inventory. With this process the curriculum is not subject to review and approval by the Chancellor's Office but is "chaptered" into the inventory. This practice has reduced the time for inclusion in the state inventory from months to days, but it comes with the proviso that the College certifies that its curriculum meets all Title 5 and other requirements. The Chancellor's Office does audit conduct regular audits of curriculum, and if the curriculum is found to be significantly out of compliance then the College may have its certification privilege revoked. For this purpose, the CRC is now doubly vigilant about ensuring that our courses and programs meet all standards and requirements of Title 5 and Accreditation. The CRC Chair and Classified Professionals in the Office of Instruction will contact you throughout the approval process to keep you apprised of the various milestones, so you know when your curriculum is ready to be scheduled and offered to students.

For non-credit courses, non-CDCP eligible courses are now chaptered under the Certification process in a manner similar to credit courses. One of the oddities of the current process, which is hopefully soon to change, is that *all* noncredit courses are considered non-CDCP and chaptered accordingly, unless and until their associated CDCP program has been approved, at which point they must be resubmitted to the Chancellor's Office for a second, more comprehensive round of approval as CDCP-eligible courses.

My course is chaptered in the state inventory! Am I done yet? Nope?!

Once the course has been chaptered and issued a control number, it must be included in the College Catalog, or a Catalog Addendum, before it can be scheduled and offered to students. If the department has requested that the course be articulated for a major or transfer as part of a GE pattern, the articulation process can take up to one additional year before the course can be made available to students. This is due to new rules changes for articulation that no longer allow a college to "back date" courses such that students who took them prior to the approval of the articulation can apply them to their major or GE requirements. This is an unacceptable circumstance in which to place a student, so the college will not schedule a course until it has been fully approved for articulation and/or transfer. In practice, this means that it can take up to 2 years from the point a course is launched in eLumen to its final deployment in the class schedule.

B. Programs

Programs follow the same local review process outlined above for courses, with the exception that the Distance Learning Coordinator is not part of the approval workflow. With the exception of AD-Ts and the UC Transfer Pathway degrees, non-CTE credit programs are subject to much the same certification process as credit courses, which has shortened the Chancellor's Office process from weeks or months to a few weeks at most. The Chancellor's Office still requires narrative documents and other information, depending on the type of program, and will hold chaptering until everything is in order. The transfer degrees still require a fairly extensive review process that can take months, even for fairly routine revisions, so if you are adding or deleting courses from your AD-T be sure to build extra time into your plan so that the revised program can be approved in time for inclusion into the catalog.

CTE Programs

Prior to submission to the State Chancellor's Office, CTE Programs must be reviewed by the BACCC (Bay Area Consortium of Community Colleges), which is our regional consortium for CTE programs. This process ensures that there is no overlap between programs offered at nearby colleges such that both colleges will suffer enrollment problems, and also provides an additional level of review of the program's merits and potential issues by those familiar with local industries and the general labor market trends. Unless planned for, this step can cost up to several months of delay. The BACCC has its own version of the narrative document, which must be prepared and submitted prior to the monthly meeting of the BACCC. Please consult with the Instructional Dean assigned to BACCC for more information about the BACCC and the BACCC process.

Noncredit programs

At current writing, noncredit programs require full review by the State Chancellor's Office, a process that can take many months. As with everything else, good planning will help mitigate delays:

1. Launch the CDCP program at the same time as the program courses are launched;

2. Respond immediately to any requests for revision from the CRC or the Office of Instruction.

Once the program has been approved, the courses are immediately re-submitted by the Office of Instruction so they can be recoded as CDCP courses. Once they and the program have been approved by the State Chancellor's Office, the courses are included in the next College Catalog and made available to students.

Apprenticeship Courses and Programs

Apprenticeship programs are developed jointly between the college and an established training center, usually affiliated with a trade union or public agency. These programs are subject to the same local pre-approval process with the Academic Directions and Curriculum Review Committees as regular, credit programs, but also require additional approval and oversight through the State Division of Apprenticeship Standards. Consult with the Instructional Dean overseeing Apprenticeship Programs for more information about the current regulations governing Apprenticeship curriculum.

C. Program Inactivation

Program Inactivation, also known as Program Discontinuance, is subject to approval by the Academic Senate. **Title 5 § 51022**, **California Education Code § 78016** as well as the Accrediting Commission for Community and Junior Colleges (ACCJC) **Standard II.A.15 (2014)** provide additional regulations and standards to guide **program discontinuance**. Our local process is outlined in the **Mission College Program Discontinuance Process**. Of paramount importance in program discontinuance is the protection of students' catalog rights and the duty of the College to provide every possible means for students currently pursuing the degree or certificate to complete their program and graduate. This requires that the instructional program faculty, Student Services, the Academic Senate, and the Office of Instruction all work in concert to set up an action plan for discontinuance that ensures that the program and its courses remain active until such time as the College is reasonably certain that all students have been accommodated. Only when this plan is in place may the Board of Trustees approve the discontinuance of the program and allow it to move forward. It's important to note that once a program has been inactivated in the State Chancellor's Office Curriculum Inventory students may no longer apply for the degree. For this reason, programs are generally kept active for at least two years following approval of discontinuance by the Board of Trustees.

The process for program inactivation starts with the Academic Directions Committee, even if the program faculty have decided to inactivate the program because of obsolescence or low student demand. The ADC process ensures that Student Services has been alerted to the impending inactivation and any remaining students have been contacted and their needs met prior to program inactivation through the curriculum process. If Student Services has determined that there are no students in the program, the program is removed from the Catalog and the inactivation process proceeds through Senate approval and on to the Board of Trustees for final approval. If the program does have students actively enrolled, then the Academic Senate must schedule public hearings so all students and members of the community at large may attend. The program is not removed from the Catalog but is labeled with "Pending Discontinuance" so no new students seek to enter the program. The Academic Senate Student Services notifies all students in the program and sets up completion plans for each student.

Conclusion

This manual is intended to be revised at least once every year. Please contact Carla Breidenbach, CRC Chair, if you find that something you needed to know is not included or you see something that requires correction. Many thanks to you, the reader, for participating in the curriculum process. Your efforts improve our curriculum and ultimately work serve the needs of our students and the quality of our programs.

Appendices

Mission College Curriculum Committee

2019-20 membership:

Technical Review Subcommittee
Carla Breidenbach, Faculty, Foreign Languages Department Chair, CRC Chair
Yolanda Coleman, Counseling Faculty, Articulation Officer
Leandra Powell Martin, Vice President of Instruction
Heather Rothenberg, Faculty, Nutrition Science, Distance Learning Coordinator
Melissa Stewart, Senior Administrative Analyst, Office of Instruction
Thais Winsome, Faculty, Biological Sciences, Technical Review Chair

Full CRC membership
Pat Hudak, Faculty, Computer Applications
Zoya Kravets, Faculty, Math
Alicia Martinez, Faculty, Counseling
Brian Miller, Instructional Dean, Humanities, Social Sciences and Fine Arts
Erica Morton-Starner, Faculty, English
Julaine Rosner, Faculty, ESL
Guy Shani, Faculty, Biological Sciences
Linping Yu, Administrative Analyst, Office of Instruction
Chris Zilg, Faculty, Business; Chair, Apprenticeships and Work Experience

Mission College Curriculum Review Committee By-Laws (2017-19)

Article I - Charge
The Curriculum Review Committee (CRC) serves as a standing subcommittee of the Academic Senate to perform the following:

- Review proposals for new and revised courses and programs for accuracy and completeness and to ensure their compliance with local and state regulations.
- Review and make recommendations to the Academic Senate concerning policies regarding credit and noncredit curriculum, general education requirements, certificate and degree program requirements, and requirements for graduation from the college.
- Conduct a regular review of the entire college curriculum approval process and make recommendations to the Academic Senate.
- Collaborate with the Academic Directions Committee to review program changes, additions, and deletions to determine the impact on the total curriculum and make recommendations to the Academic Senate.

Article II – Membership
The CRC shall be comprised of the following voting members:
- At least 1 faculty representative from each division or discipline area
- Faculty Distance Education Liaison
- Faculty Technical Review Chair
- Faculty Articulation Officer
- 1 representative from Associated Student Government

- The committee shall include the following as ex-officio, non-voting members: Curriculum Specialist, Dean of Instruction, Vice President of Instruction.

- The Technical Review Team is a subset of the regular CRC and shall consist of the CRC Chair, Technical Review Chair, Articulation Officer, Faculty Distance Education Liaison, Curriculum Analyst, and Vice President of Instruction.

Article III – Meetings
- The full committee shall meet the first and third week of each month during the academic year.
- Technical Review Team meetings occur on an ad hoc basis on the second and fourth week of the month, to review any operational matters that may arise. Curriculum proposals are not evaluated at these meetings.
- The full committee may convene additional meetings as needed.
- Article IV – Voting/Quorum
- Voting shall be done by regular members and shall exclude the chair except in the event of a tie.
- The voting quorum shall be one more than half of the sitting committee members.
- Only committee members have voting rights.
- Article V – Calendar of Activities
- A report shall be provided to the Academic Senate at periodic intervals throughout the year, but at least once per semester.

Article VI – Amendments
- The by-laws, processes and procedures, and effectiveness of the committee shall be reviewed once per year by the committee.
- Amendments to this document may be made as deemed necessary by a quorum at any business meeting.

ACCJC Accreditation Standard II.A. Student Learning Programs and Support Services, Instructional Programs

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

2. Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Mission College Academic Senate Process for Program Discontinuance

Reviewed and Approved by the MCAS November 12, 2015
Reference: WVMCCD Administrative Procedure 4024

Background and Philosophy

In accordance with Title 5, Section 51022, "College districts are required by current regulation and statute to develop a process for program discontinuance and minimum criteria for the discontinuance of occupational programs."

Board Policy 4020 (Programs, Curriculum, and Course Development) requires the Chancellor to establish administrative procedures for program discontinuance, and AP 4024 (Program Discontinuance) recognizes that the responsibility for maintaining those procedures is carried out by the Academic Senate of each college.

The Academic Senate for California Community Colleges (ASCCC) recommends that local senates create a process for program discontinuance, not just limited to occupational programs, that takes into account the following issues:
- Potential negative effects on students,
- college curriculum balance,
- educational and budget planning,
- regional economic and training issues

In its paper, "Program Discontinuance: A Faculty Perspective," the ASCCC outlines issues and criteria to consider in creating this process. In addition, "The development of a program discontinuance process should be considered within the context of the college mission statement, and should be linked with the college educational master plan and the department's goals and objectives."

In formulating this process, all recommendations of the ASCCC have been considered. Fundamentally, the spirit of access and equity for students must be considered throughout. Program Review, the Educational & Facilities Master Plan, and other strategic planning activities should be referenced and considered among sources of data and direction in this process, but it is important to emphasize that their primary purpose and use is not to target programs for discontinuance. It is also important to note that program discontinuance should occur only after most serious deliberation, and after all recommended intervention strategies have been implemented but still result in a program that falls outside the college's mission and master plan, and the department's goals and objectives. Finally, it is imperative to state that the purpose of a program discontinuance process is to have criteria in place to guide a discussion should it ever be needed. It should not be construed as an inducement to look for programs to discontinue, or as a threat to avoid honest participation in an academic process such as program review.

This document is a revision to the original *Program Discontinuance Process and Procedure* adopted by the Mission College Academic Senate on May, 17, 2001. Historically the Mission College Academic Senate has deliberated since 1997 on issues related to program discontinuance. Several drafts of procedures were reviewed, shared with constituents, and amended. Finally, the original process was

recommended taking into account the best thinking of over twenty senators, Curriculum Review Committee representation, Institutional Researcher, the Division Chairs, the Vice President of Instruction and others. Once approved by the Senate, the process and procedure was shared with the College Governance and Planning Council for implementation as a college process.

To bring the *Process and Procedure* up to date, the Mission College Academic Senate (MCAS) created the Academic Directions Committee (ADC), a subcommittee of the Academic Senate. This subcommittee was created and approved in 2011 to address issues that arose during a series of program discontinuance actions in academic year 2009-2010. Upon review of the Senate's existing discontinuance process, the MCAS decided that the Senate focus should initially be on program revitalization rather than discontinuance, and referred all steps related to program revitalization to the Academic Directions Committee where a work group would be created to help said programs to improve.

The reasons for referral to ADC and the process followed by that work group for revitalization are closely aligned with the qualitative and quantitative data designated in the original Program Discontinuance Process. The outcome of referral to the ADC may be one of three possible recommendations (see Program Revitalization Process, adopted by MCAS on March 24, 2011 and revised in March, 2013 and again in May, 2015):

1. Continue unchanged
2. Continue with recommendations (remain under revitalization with ADC)
3. Discontinue program according to the MCAS Program Discontinuance process.

Only when the Academic Directions Committee, having followed all its processes and procedures, recommends to the Academic Senate that a program be discontinued, does this process of discontinuance begin in the Academic Senate.

Mission College Program Discontinuance Process

OVERVIEW
The Mission College Academic Senate has established its Program Discontinuance Process in accordance with Title 5, Section 51022, and in consideration of the recommendations and guidelines of the Academic Senate for California Community Colleges. So saying, the primary purpose of this process is not intended to target programs for discontinuance, but rather to establish criteria and guidelines for the decision-making process. Program Review, the Educational & Facilities Master Plan, and other strategic planning activities shall be referenced and considered among sources of data and direction within the process.

Program discontinuance should be considered only if, after most serious deliberation, and after all intervention strategies recommended by the Academic Directions Committee and approved by the Senate have been implemented, a program continues to fall outside the college's mission and master plan, as well as the department's goals and objectives. The process should not be construed as an

inducement to look for programs to discontinue, or as a threat to honest participation in an academic process such as program review.

PROCESS

Definitions
Due to various uses of the following terms, for the purposes of this process, the following definitions of discipline, program and department will be used:
Discipline:
An individual area of study within a program (i.e. History, English, Math for transfer or associate degree; Word Processing, Office Administration, or Nutrition for certificate programs). Each discipline consists of all the courses in the Master Course file that make up the discipline. This is the baseline level of instruction and is linked to a Taxonomy of Programs (TOP) code.
Program:
An organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education (CCR Title 5 Section 55000). (i.e. completing a program of study leading to a certificate in Computer Electronics Technology, or an AS degree in Business, or leading to transfer). This definition comes from the *Program and Course Approval Handbook.*
Department:
A collection of associated disciplines and programs. This is an organizational designation as well as a pedagogical one. (i.e. the Health Occupations Department contains the disciplines and programs of Licensed Vocational Nursing, Psychiatric Technician, and Allied Health).

Step One: MCAS Program Discontinuance Consideration

During the first month of the fall semester following the ADC's recommendation for discontinuance, the Mission College Academic Senate will agendize two meetings to discuss programs identified.   The first meeting will allow time for presentations by both the Office of Instruction and by the identified department, while the second meeting will allow for discussion of the program and the making of recommendations by the Senate.

A tentative outline of the meetings could include:

Meeting 1: Presentations

1. Academic Directions presentation of recommendation of discontinuance
   - Background of referral
   - Actions taken and their result
   - Summary of discussion leading to recommendation for discontinuance
2. Office of Instruction presentation – addressing any administrative interventions that have been attempted, and anticipated consequences to the college if challenges not addressed.
3. Department presentation – addressing reasons for challenges faced, interventions attempted, department recommendations for the future of the program, and a detailed rationale for those recommendations.
4. Q&A from the senate

5. Public input

Meeting 2: MCAS discussion and deliberation on the recommendation for the program
1. Discussion should be restricted to Senators
2. Begin with general discussion
3. Motion to consideration of each recommendation possible:
   continue unchanged
   continue with recommendations
   discontinue program.
4. A formal vote will be taken on each recommendation.

If a vote for "Continue with Recommendations" passes, the Senate can direct the MCAS President to consult with program faculty, the Academic Directions Committee, the OI, the Division Council (and/or PGC?), and return with a proposed list of interventions for consideration at a future meeting.

Step Two: Board Approval of Senate Recommendations

If the Mission College Academic Senate recommends complete discontinuance of an academic program such that all degrees and/or certificates in that content area (i.e., department, subject or discipline) are eliminated, the Board of Trustees must approve this discontinuance prior to any implementation of the recommendation.

Step Three: Implementation of Senate Recommendations

The Office of Instruction is responsible for implementing the recommendations resulting from this process. In the case of Program Discontinuance, this may include, but is not limited to, any of the following actions:

- Identification and notification of students in the program
- Cancellation of scheduled classes (replace with independent/directed studies as needed to allow students to complete degrees or certificates per catalog rights)
- Changes to catalog, schedule, and website to reflect program discontinuance
- Administrative reassignment of faculty in the department if necessary
- Assignment of program oversight during the implementation of the recommendations
- Analysis of outcomes – budgetary, administrative, personnel, etc.
- Communication with industry or transfer partners about changes to the program
- Assessment of impact on other programs college-wide

These actions may be carried out directly by the Office of Instruction or assigned to appropriate college personnel as necessary.

If a program is recommended for continuation with changes, any of the above actions may be necessary. However, if the recommended changes involve a restructuring of the program, additional actions may be appropriate, including consolidation with another existing program or department. In this situation, under the direction of the Academic Senate the Academic Directions Committee will

work with the Office of Instruction to develop an Action Plan with the faculty involved to facilitate the merger.

The Academic Directions Committee and the Office of Instruction should make a joint report to the Academic Senate on the implementation process at least once per semester until all recommendations are accomplished.

Coordination
- Student Services (articulation, catalog rights, etc.)
- Office of Research
- Tech Prep (coordination with high schools)
- Workforce Development (industry)
- West Valley
- District Information Systems (restructure data for reporting purposes)

References
- Program Discontinuance: A Faculty Perspective. ASCCC, adopted Spring 1998 and revised 2012
- Title 5 Section 55130
- Title 5 Section 51022 Instructional Program
- Education Code Section 78016 Review of program: Termination

Original process adopted by the MC Academic Senate May 17, 2001
Revision Approved by MCAS Academic Directions Subcommittee May 3, 2013
and adopted by the Mission College Academic Senate November 12, 2015