

**COLLEGE OF MARIN
COURSE OUTLINE GUIDE**

Revised September 2014



***College of Marin Curriculum Committee
Subcommittee of the Academic Senate***

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Source Documents

- (1) *Program and Course Approval Handbook, 5th edition*
California Community Colleges Chancellor's Office, September 2013
- (2) *The Course Outline of Record: A Curriculum Reference Guide*
Academic Senate for California Community Colleges, 2008
- (3) *College of Marin Administrative Procedures*
College of Marin Academic Senate
- (4) *Curriculum Committee Review of Distance Learning Courses and Sections*
Academic Senate for California Community Colleges, 1995
- (5) *Good Practice for Course Approval Processes*
Academic Senate for California Community Colleges, 1998
- (6) *College of Marin 2014-2015 Catalog*
College of Marin Office of Instructional Management, 2014
- (7) *MCCD-UPM/AFT 2010-2013 Collective Bargaining Agreement*
College of Marin Human Resources Department
- (8) *Title 5 of the California Education Code*
- (9) *Curriculum Committee Resource Binder*
College of Marin Curriculum Committee
- (10) *Credit Course Repetition Guidelines*
California Community Colleges Chancellor's Office, November 2013

Role of the Course Outline

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

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

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

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

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

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

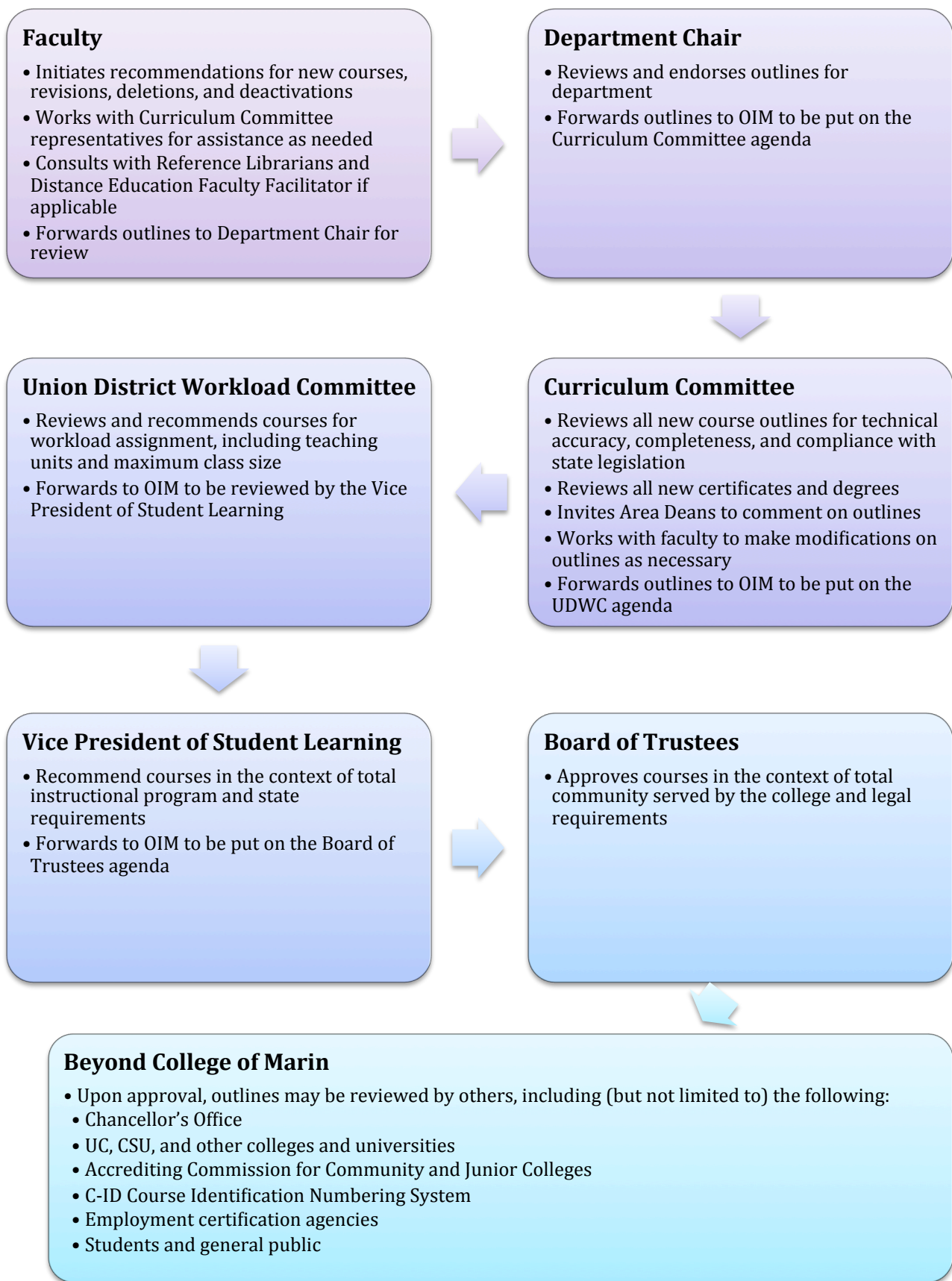
College of Marin Review and Approval Process for Credit Courses

The process for initiating a new credit course or revising an existing one at College of Marin consists of the following steps: ⁽³⁾

1. **Instructor Initiation:** Any credit faculty member may present a course to the Curriculum Committee for review. Since a course can be taught by any eligible faculty member, the Committee urges faculty members to work with their colleagues in the discipline as well as reference librarians and the Distance Education Faculty Facilitator if applicable. It is also recommended that faculty members work with their department's representative on the Curriculum Committee to ensure that the proposal is complete. Detailed instructions for completing a course outline are included in this guide.
2. **Department Chair Review:** The department chair must review the course outline, particularly to determine feasibility and to consider the course's appropriateness within the discipline's curriculum. The Curriculum Committee will not review a course recommendation without the department chair's signature. The chair will forward the signed outline to the Office of Instructional Management (OIM) to be put on the Curriculum Committee agenda.
3. **Curriculum Committee Review:** The Curriculum Committee reviews and recommends courses for educational content, relevance to the discipline or program, value to the students served, specific need addressed, and compliance with the Education Code. The Committee will work with faculty to make any necessary modifications to the outline. After review and signature by the chairperson, the Curriculum Committee forwards the course outline to OIM to be put on the Union District Workload Committee agenda.

Area deans are invited to participate in the discussion of course outlines at the Curriculum Committee meeting. Their perspectives on budgetary questions, scheduling issues, potential cross-disciplinary conflicts and knowledge of State regulations are all important administrative concerns that may help inform faculty review and could also be a valuable resource for the discipline faculty in the process of curriculum creation or revision. However, a dean's signature is not required for course approval.

4. **Union District Workload Committee Review:** UDWC reviews and recommends courses for workload assignment and maximum class size. After review and signatures by the committee, the course outline is sent to the Vice President of Student Learning for review.
5. **Vice President of Student Learning Review:** The Vice President of Student Learning reviews and recommends courses in the context of the total instructional program, state regulations, and requirements. After review and signature by the Vice President, the course is sent to OIM to be put on the Board of Trustees agenda.
6. **Board of Trustees Approval:** The Board of Trustees approves new courses, revisions, deactivations, and deletions in the context of the total community served by the College and legal requirements. After approval by the board, the course outline can effect. Various components of the course outline may then be reviewed for articulation, accreditation, certification, and general information by various bodies outside College of Marin.



Instructions for Using the Course Outline Form

The credit and noncredit course outline forms are accessible from the Curriculum Committee webpage on the College of Marin website: <http://www.marin.edu/curriculum/>

The following instructions are intended for use with the online course outline form to make recommendations for new, revised, deleted, or deactivated credit courses. The instructions are divided into the following parts that correspond to the pages on the online form:

Signature Page, Course Information, Course Content, Teaching Units, Prerequisite Matrix, Course Material Fees, Course Revision Recap, Distance Education, and Board Approval Date. Each item number corresponds below to the same number listed on the form and contains instructions, resources, and, when considered helpful, in-depth information regarding the item. Instructors may contact the Curriculum Committee chairperson with any overall issues involving the Curriculum Committee.

Please note that noncredit courses use a slightly different form. Instructors interested in proposing a noncredit class, please contact Sara McKinnon. Those interested in proposing a not-for-credit course (Community Education) should contact the Community Education and Services Office regarding the process and forms.

Part 1: Signature Page (Items 1 - 2)

Be sure to fill out or update the “Initiated Name” and the “Dept. Chair Name” at the bottom of the page.

1. **Action** (Please select the appropriate action from the menu.)
 - a. To add a course, complete the entire form, except for Part 7: Course Revision Recap.
 - b. To revise a course, complete the entire form, including Part 7: Course Revision Recap.
 - c. To delete a course, complete only Part 1: Signature Page and obtain the appropriate signatures.
 - d. To deactivate a course, complete only Part 1: Signature Page and obtain the appropriate signatures.
 - e. To propose a distance education course, please check “Distance Education,” and complete the entire form including Part 8: Distance Learning.

Note

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

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

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

2. Subject – Use drop down menu to choose the course’s discipline.

2a. Number

Use the discipline abbreviation and number (for example ENGL 120) as it appears in the catalog or schedule. If a new discipline is being proposed, contact the Office of Instructional Management to determine its abbreviation.

At College of Marin course numbers reflect the level of the course. To avoid using an inactive or deleted number, please contact the Office of Instructional Management when proposing a new course or renumbering courses.

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

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

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

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

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

2b. Course Title: The title should be considered carefully as it both identifies and advertises the course. The title needs to clearly state the focus of the course.

Date: Enter the date that you are creating this course outline.

- A. Give the reason(s) for creating, revising, deleting or deactivating this course.**
 Within the full context of the program and discipline, give the reasons why you are recommending the creation, revision, deletion, or deactivation of this course. If a revision is required for C-ID, articulation, or certification, please describe the requirement here. If this is a new proposal, how does the proposed course fit in with the college's mission and department goals? How will this proposed course benefit students? Did an advisory committee or an outside source identify the need for the proposed course?

Part 2: Course Information (Items 3 - 19)

- 3. Specify the First Semester/Year New Course or Change Will Take Effect**
 Refer to the Curriculum Committee's website for deadlines to determine when the proposed outline would take effect upon approval. Please note that all new and revised courses go through a time-intensive curriculum process, from local College of Marin approval to Chancellor's Office approval and articulation to four-year institutions. As a result, the entire process typically takes about one year.

If there is special need by state mandate or extraordinary student need to have a sooner effective date, please contact the Curriculum Committee Chairperson.

- 4. Offered as Short Term Only (Define Weeks, Days, or Hours Course Meets)**
 Complete this item if the course is only offered as short term. Please indicate in weeks, days or hours, the exact length of the course. For example, if the only way a course can be scheduled is for eight weeks, check this item and indicate eight weeks. Contact the Office of Instructional Management, if necessary, to compute hours in relationship to length of term.

5. Open Entry/Exit

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

6. Maximum Class Size For New Course

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

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

Maximum Class Size for Course Revision

If a revision to the class maximum is being requested, please fill in the proposed maximum in the "Maximum Class Size" field and fill in the "Previous Max" field with the previous maximum. Please give reason(s) for adjusting the maximum in Item A on

the Signature Page. If no revision to the maximum class size is being proposed, please verify that the “Maximum Class Size” field is correct.

7. Times Taken for Credit

This item refers to the number of times a student may take a credit course. Noncredit courses are repeatable. Typically, a credit course may not be designated as repeatable for students who have taken the course and received a passing grade. Beginning in January 2013, only three types of credit courses may be designated as repeatable⁽¹⁰⁾:

1. courses for which repetition is necessary to meet the major requirements of California State University (CSU) or University of California (UC) for completion of a bachelor’s degree;
2. intercollegiate athletics, and;
3. intercollegiate academic or vocational competition.

If the proposed credit course fits into one of the categories above, please explain how in the rationale section of the signature page. If the credit course does not fit into one of the categories above, the “Times Taken for Credit” field should say “1.” Refer to [Appendix A: Credit Course Repetition Guidelines](#) for additional information.⁽¹⁰⁾

8. Grading Systems

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

9. Primary Method of Instruction

Please choose the primary method of instruction that best describes this course. You must give a more complete explanation in Part 3: Course Content Item #31. If your course will be a Distance Education course or a hybrid course, please also fill out Part 8: Distance Learning.

10. Stand-Alone Credit Course:

A credit course is considered to be part of an approved program when it is required or is on a list of restricted electives. A credit course that is not linked to a degree, certificate, or program is considered a stand-alone course. Since January of 2014, Chancellor's Office approval is required for stand-alone courses.

At College of Marin, these are often new experimental courses (numbered 139) that may be later renumbered and resubmitted as permanent courses with new numbers and included in current or future degrees, certificates, and programs. Please indicate whether or not the course will be a stand-alone course by checking the appropriate box.

11. For Basic Skills Courses, Please Note How Many Levels Below Transfer

If applicable, indicate how many levels below transfer the proposed basic skills Math, English, or ESL course would be. Instructors are advised to consult with their department and chair regarding placement at appropriate level. Levels include:

Transferable level (e.g. ENGL 150 and MATH 104)

One level below transfer level (e.g. ENGL 120, 120SL, and MATH 103)

Two levels below transfer level (e.g. ENGL 98, 98SL, and MATH 101)

Three levels below transfer level (e.g. ENGL 92, ESL 85, and MATH 95)

More than 3 levels below transfer level

12. For COM AA/AS Degree

Please check appropriate box. List which degree(s) this course will fulfill requirements for. If you are deleting or deactivating a course or submitting a new course outline that will be part of a degree, you must submit a revised AA/AS degree form.

The following types of courses are degree applicable: ^(1,8)

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

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

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

Units: Carnegie unit. Three hours of work per week per unit including lectures, labs, and homework. See Part 4: Student Units and Service Units Section below.

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

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

Basic Skills Requirement:

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

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

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

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

Note: What are Nondegree-Applicable? (Not for COM Degree)

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

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

13. Certificates

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

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

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

14. COM General Education Requirement

General Education courses introduce the content of the major areas of knowledge and develop competence in communication and quantitative skills, critical analysis, appreciation of cultural diversity, and physical activity. When proposing a course to fulfill a general education requirement at College of Marin, check the proposed category. Refer to [Appendix B: College of Marin General Education Statement of Purpose and Outcomes](#) for additional information.⁽⁶⁾

Articulation for Transfer:

15. CSU General Education Requirement

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

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

16. CSU Elective and Major

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

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

17. IGETC UC/CSU G. E. Requirement

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

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

18. UC Elective/Major

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

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

If you are unsure how your course may transfer in the major, contact the Office of Instructional Management for assistance.

19. Cultural Diversity

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

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

Information On Articulation Process

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

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

Documentation can be used such as:

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

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

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

Part 3: Course Content (Items 20 - 35)

20. Primary Goal

Select the appropriate primary goal of the course from the drop down menu:

Associate Degree: Courses that lead to a COM AS/AA degrees and Associate Degrees for Transfer.

Certificate: Courses that lead to certificates of achievement or skills certificates.

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

Workforce/Career Technical: Courses that prepare students for one or more occupations as specified in the course objectives. The objectives of the course list the main competencies students will achieve that fulfill the needs and requirements of that occupation.

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

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

Lifelong Learning: Courses that are geared towards students who are not working towards degrees or certificates.

21. Cross-Listed Course

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

22. Interdepartmental Considerations

Prior to submitting your proposal, please work with department chairs to resolve any interdepartmental considerations and/or conflicts. Course duplication (i.e., a very similar course but different discipline) must be avoided. Include the names of faculty consulted to ensure that no conflicts exist. For more information about the relationship between credit and noncredit courses to Community Education (not-for-credit) courses, see [Appendix D: Policy and Procedure for Review of Community Education Courses](#).⁽⁹⁾

23. Department Feasibility

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

24. Required Learning Resources

If applicable, please explain how the budgetary and equipment learning resources needs have been coordinated within the department and/or Media Services (cost of tapes, CDs, DVDs, license fees, computers, lab equipment, etc.). For media-based or web-based distance education courses, complete Part 8: Distance Learning.

NOTE: Title 5 regulations require courses taught using distance education to be approved by separate action of the Curriculum Committee. Videocassette, television, Internet, video conferencing, satellite, computer assisted instruction and other independent approaches provide instruction that may not be directly mediated by an instructor who is physically present. These approaches are instructional methodologies that must be included in the course outline of record and approved for their quality and appropriateness by the Curriculum Committee.⁽⁴⁾

25. Library Resources and Information Literacy

Information literacy is a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. Information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. It

enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning.

Instructors are strongly encouraged to contact a faculty librarian for assistance in determining which resources the library offers and in helping their students use library resources most effectively. Please indicate the types of library resources that will support the course and explain how those resources will be used to encourage information literacy. Please also include any other concerns or considerations regarding library resources and information literacy.

26. Course Description

For course revisions, please copy the formatted and copy-edited course description provided in the most recent catalog of courses. Revise the language as necessary.

For new course proposals, please list course number, title, student units, any prerequisites, corequisites, advisories or other limitations on enrollment, lecture and lab hours, the times course may be taken for credit if more than one, or if course is offered in a distance learning format. Below this information, describe the primary focus of the class, the major topics, expected student outcomes, and any other information you believe students should have about the course. Limit descriptions to four sentences. (See catalog for required format for descriptions).

27. Course Content (Lecture and Lab Topics)

The catalog description and course content delineate the information to be covered by all instructors teaching a course. Differences in sequence, emphasis, and approach constitute a legitimate exercise of academic freedom. Instructors teaching the same course multiple times are not required to place the same emphasis on the course each time.

The course content section should include a complete listing of the topics taught in all sections of the course. Topics should be arranged by major headings with subtopics. Best practices suggest an outline of about one page in length or roughly 15-30 topics/subtopics.⁽²⁾ A representative sequence from the beginning of the course to the end is preferred. Please use an outline format with numbers or with hyphens to indicate bullet points.

Course content should be applicable to multiple textbooks. Do not copy the contents from the textbook because that will often limit the course to a specific edition of a specific textbook.

If your course includes a lab component, topics covered in lab assignments must be delineated separately from the lecture topics. Again, please use an outline format with numbers or with hyphens to indicate bullet points.

28. Student Learning Outcomes (SLOs) for from first time for credit

State what students will learn upon successfully completing the course, not what will be taught. State expected outcomes in terms of broader, “big picture” observable or measurable knowledge and/or skills to be attained. Best practices suggest three to five

broad and assessable SLOs for a course. Please use outline format with hyphens as bullet points.

Outcomes should use active verbs for observable behaviors and establish that critical thinking is an integral part of the course. For example, rather than stating that students will be able to "understand the works of three modern artists," a instructor might state students will be able to "compare and contrast the works of other artists as well as their own in historical, social, and cultural contexts with particular attention paid to the expression of ideas in the artistic medium." See Appendix E: Bloom's Taxonomy for more examples.

If the course is properly designated as repeatable, please include at least one additional SLO for each time a student takes the course again for credit after having successfully completed it. What additional skills or competencies will they acquire? Again, state expected outcomes in terms of observable/measurable knowledge and/or skills to be attained. Outcomes should use active verbs for observable behaviors and establish that critical thinking is an integral part of the course.

For more information on student learning outcomes, please see:

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

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

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

29. Course Objectives

Enter more discrete course objectives that list specific skills students will learn. Objectives may overlap with student learning outcomes, but they can also be more specific and do not necessarily need to be observable/measurable like SLOs. Whereas SLOs may be three to five broader, "big picture" outcomes students will obtain upon successfully completing the course, objectives may be the more specific skills and knowledge students will need in order to obtain those broader outcomes. By putting more specific objectives here, you can keep the SLOs broader and more inclusive. Best practices suggest about five to ten detailed course objectives.⁽²⁾

30. Critical Thinking

Identify the way the course will promote and foster independence of thought. Give several examples using active verbs of how critical thinking processes or activities occur in this course in a bulleted or numbered format. These examples may be broad or specific, and they can be developed from other aspects of the course outline, such as the student learning outcomes, course objectives, example assignments, course content, and so on. Best practices suggest three to five examples of critical thinking.

See Appendix E: Bloom's Taxonomy, for examples of active verbs that promote critical thinking.

31. Primary Method of Instruction

The method of instruction that you chose under for Item #9: Primary Method of Instruction will automatically appear here. Provide a detailed explanation as to how this method will be used to teach this course, along with any other methods of

instruction to be used. If the course will be a Distance Education (online or hybrid) course, please also complete Part 8: Distance Learning.

32. Assignments and Methods of Evaluation

Describe at least 1-2 representative examples of the kinds of assignments that are required as well as at least 1-2 representative methods of instruction.

Assignments should reflect coverage of all expected outcomes and content of the course. It is understood that the selection of assignments will vary by instructor and semester.

Methods of evaluation should be extensive enough to show that all expected outcomes are evaluated. Essays, research papers, oral presentations, problem sets, performances, skill demonstration, and objective examinations are all valid methods. It is understood that the methods of evaluation will vary by instructor and semester.

33. Out-of-Class Assignment Example

Out-of-class assignments must be sufficient to show independent work. Describe or use language directly from a representative out-of-class assignment that clearly demonstrates independent work. It is understood that the selection of assignments will vary by instructor and semester.

34. Representative Assigned Texts, Lab Manuals, and/or Resource Materials

All courses must demonstrate currency in their field through recent resource materials. Please list several representative texts, at least one text published within the past five years. If no texts are five years old or more recent, please provide an explanation. It is understood that the selection of texts will vary by instructor and semester.

For each text, provide the author, title, publisher location, and publication date. For example:

Last Name, First Name. Book Title. Publisher Location: Publisher. Year published.

35. Accessibility

Please verify that instructional materials for any section offered of this course will be created under the guidelines of the Federal Americans with Disability Act.

Alternate media formats which meet these requirements include, but are not limited to, closed-captioned videotapes and DVDs, accessible web sites with descriptive narration where appropriate, and, upon request (and in conjunction with Student Accessibility Services staff), electronic text (E-Text), Braille, large-type text, tactile graphics, and live-captioned videoconferencing.

Instructors purchasing instructional videotapes and DVDs will attempt to locate closed-captioned versions. If this is not possible, alternative choices of videotapes and DVDs will be considered. If this is not possible, Student Accessibility Services, SAS (formerly DSPS) Assistive Technology Specialist at SAS will engage an outside company to close-caption the material. Previously purchased instructional videotapes and DVDs will be replaced with closed-captioned versions.

Instructors purchasing textbooks and other printed materials will attempt to locate materials that are also available from the publisher in alternate media formats. [NOTE: California Assembly Bill 422 requires publishers of instructional materials to provide the materials at no cost in an electronic format for use by students with disabilities at the University of California, California State University and California Community Colleges systems. This electronic text provided by the publisher may be used to produce large print, be translated and processed by a Braille embosser, or be accessed directly with speech synthesizers or refreshable Braille displays.] At the request of a student with a verified disability, any other printed materials will be acquired or reproduced by the Assistive Technology Specialist in an appropriate alternative format and in a timely manner.

All web-based materials, whether instructional or for the general public, will comply with standards mandated by Section 508 of the Americans with Disabilities Act (see "Section 508 checklist" at <http://webaim.org/standards/508/checklist> and Appendix F: Student Accessibility Services (DSPS) Section 508 Policy). This includes resources on Moodle and other course management systems. Audiovisual web resources, such as YouTube content, should also be close-captioned.

Please contact the Student Accessibility Services office for more information.

Part 4: Teaching Units (Student Units and Service Units)

Please see Appendix G: Relationship of Hours to Units and Appendix H: Chart of Teaching Unit Values for Studio/Laboratory, Practicum, and Activity Hours for more information on this section.⁽¹⁾ If you have any questions regarding how to compute hours and units, please contact the Office of Instructional Management.

1. Student Units

Student units are based on the Carnegie unit.

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

2. Service Units (Teaching Units)

Service Value refers to the operational definitions as specified in UPM contract Section 8.22.1. These definitions should not be confused with methods of course delivery that also include lecture and lab, as well as other instructional methods. Here they are used to denote value of service performed. Services hours are defined in the UPM contract as follows:⁽⁷⁾

- **A. Lecture** - The presentation of course content in a classroom under supervision of the instructor of record. The course content, in accordance with the official course outline, may be complemented by discussion, presentations, role-playing, small group activities, and field trips. Lecture may stand alone without any attached lab experience.
- **B-1. Studio (83%)** - The presentation of course content in a studio setting under direct supervision of the instructor of record. Students are expected to prepare for and engage in theatrical or fine arts assignments, which are discussed, critiqued and monitored continuously by the instructor. Instructor supervised demonstrations and performances are designed to assist the student in reaching a satisfactory level of skill through repeated exercises.
- **B-2. Laboratory (83%)** - The presentation of course content in a laboratory setting under direct supervision of the instructor of record. Students are expected to prepare for upcoming lab sessions. Students are performing experiments and recording results in lab reports. Generally, experiments are not repeated for skill building. Laboratory exists as an integral part of the course for proof of learning and may or may not be taken in conjunction with the lecture component of the class.
- **Practicum (70%)** - The presentation of course content in a practicum or clinical setting under direct supervision of the instructor of record. Students may be directed to the use of media, computer technology, or patient experience. Students may proceed at the direction of the instructor or preceptor at his/her own pace for advancement to a higher level within the course content. Students not involved in independent activity may be involved in direct one-on-one communication with the instructor of record. Practicum is where students require a high amount of practice with instructor supervision to reach the level of skill required for specific courses within the discipline.
- **Activity (66%)** - The presentation of course content in an activity setting under direct supervision of the instructor of record. The student participates, under continuous direction, monitoring and correction by the instructor, in course activities to enhance psychomotor skills. Activity is where the student participates with the instructor acting as leader and/or facilitator of the activity.

Hours/Week: Please indicate the number of lecture, lab, practicum, and/or activity service value hours, the course meets per week (normally computed at College of Marin as 16 to 17.5 hours per semester for one unit **which includes FLEX time and final exams**). If the course has variable hours, enter the range. Please list total hours.

Teaching Units: Teaching units are reviewed and recommended by the Union District Workload Committee. Section 8.22.1 of the UPM contract computes the service hour values as follows:

Category A: Lecture 1 hour = 100%
Category B-1: Studio 1 hour = 83%
Category B-2: Lab 1 hour = 83%

Category C: Practicum 1 hour = 70%

Category D: Activity 1 hour = 66.67%

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

- E. **Other Type of Hours:** Enter any hours other than lecture, lab, practicum, or activity in the table and describe these hours.
- F. **Give justification for teaching units and service hour values as specified in Section 8.22.1 of the UPM contract.** ⁽⁷⁾

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

Part 5: Prerequisite Matrix

Please complete a separate matrix for each prerequisite, corequisite, or advisory for the course. To add a new prerequisite, corequisite, or advisory, click the “Add” link at the bottom of the page. When the matrix is complete, click “add” at the bottom of the page. To edit an existing prerequisite, corequisite, or advisory, click the “Edit” link under the appropriate course. When the edit is complete, click “Submit” at the bottom of the page.

1. Prerequisite, Corequisite, or Advisory

Select the appropriate limitation from the drop down menu. List the appropriate courses below. Equivalent requisites can be added together in the same matrix (e.g. ENGL 120, 120SL, and 120AC).

2. Limitation

Please designate which type of limitation on enrollment is being applied for the prerequisite or corequisite. For an explanation of each kind of other limitation, please see [Appendix I: Guidelines for Limitations on Prerequisite Form](#). If you have other limitations, please describe below.

3. Skills from Pre/Corequisite or Advisory

Please list the specific skills students will be required to have prior to enrollment from the prerequisite, corequisite, or advisory course.

4. Application of Skills in this Course

Please explain how each of the skills above are applied in this course.

NOTES:

Complete a matrix for **each** prerequisite, corequisite, advisory, or other limitation on enrollment for the course or revision being proposed. Select the type of limitation and complete the content review before filling out the matrix. Equivalent courses, however, can be grouped into one matrix (e.g. ENGL 120, 120SL, 120AC).

Levels of scrutiny are required in order to establish different types of prerequisites, corequisites, advisories and other limitations on enrollment. See Appendix I: Guidelines for Limitations on Prerequisite Form.

Courses with math or English prerequisites (other than math or English courses) will require additional level of scrutiny that involves documented research according to sound research principles. See Appendix I: Guidelines for Limitations on Prerequisite Form.

Prerequisites, corequisites, and advisories must be based on rigorous content review with additional methods of scrutiny being applied depending on the type of limitation established.

Part 6: Course Material Fees

These fees are for the cost of materials that students can take with them at the completion of the course. Please note that all use of student material fees must be closely documented by faculty.

Please specify the semester when the materials fee will take effect.

1. Special Student Material Fee

Enter the amount of the fee. If this is a revision, please indicate previous fee.

2. List All Additional or Special Materials

List all additional or special materials to be provided by the course material fee.

3. Justification

Please explain the reason for this addition, revision, or deletion of course material fees. Outline the materials used, their previous cost (if applicable) and current or projected cost.

Part 7: Course Revision Recap

Use this section only for course revisions. When revising courses, this item is to be completed in addition to the actual changes on the form. **DO NOT** complete when adding a new course. The course revision recap page may have information checked and listed from previous revisions of the course. Please delete these older designations and complete the page for the current revision of the course.

Please check anything that you have revised in the course content section and note all basic changes to the course such as number, student or teaching hours or units, materials fees, repeatability and grading system. Document any actual changes to the course title, prerequisites, corequisites, advisories, primary method of instruction, method of attendance, etc. Please show the existing information **AND** the revised information as necessary in the appropriate fields.

Part 8: Distance Learning (Distance Education)

Please see [Appendix J: AP 4105: Distance Education](#) and [Appendix K: Best Practices for Distance Education Courses](#) for more information about the instructions below.

1. Initial DE Course Proposal

Select the appropriate action from the drop down menu.

2. Revision of Existing DE Course

Complete this section only if revisions are being made to an existing DE course. Please check the appropriate boxes.

3. Required Learning Resources for proposed course

Verify that the creator of the course has reviewed the Basic Web Accessibility tips and that the course meets ADA requirements by checking the appropriate boxes.

4. Course Content Materials

Verify that the course content is ADA compliant by checking the appropriate boxes.

5. DE Course Description

Select “Online Class” for courses taught 100% online. All class meetings, assignments, lectures and class assessments are online. (Definition: instruction occurs online, although orientation or testing may occur face-to-face.)

Select “Hybrid Class” courses in which a percentage of the class is taught via distance learning and a percentage of the class is taught in the traditional classroom manner. (Definition: instruction is delivered through a combination of online and face-to-face instruction.)

6. Course Content Materials

Indicate the type of instructor-student contact that can be effectively applied. The particular type and frequency of regular effective contact between instructor and student will be defined by the instructor of record in the course syllabus. The number of instructor contact hours shall be the equivalent minimum number of instructor contact hours required for the same face-to-face course. (This requirement is stated in the Academic Affairs Division of the Chancellor’s Office’s publication, “Distance Education Regulations and Guidelines.”)

Part 9: Board Approval Date

The Office of Instructional Management maintains the approval dates by the Board of Trustees. **Do not modify this section of the course outline.**

Appendix A: Credit Course Repetition Guidelines

(Excerpted from the "Credit Course Repetition Guidelines" published in November 2013 by the Chancellor's Office. Readers should consult that document and specific sections of Title 5 of the California Code of Regulations for complete text of the regulations concerning repeatability.)

Background

Since 2011, the regulations governing course repetition have undergone significant changes. The changes were made first and foremost to limit the number of times a student can enroll in the same and similar physical education, visual arts, and performing arts courses. In addition, changes were made to clarify the limited circumstances under which a student could enroll more than once in the same course. While the regulations set the upper limit on the number of times and circumstances in which a district may permit a student to enroll in the same credit course, district policy may be more restrictive.

General Rule

The general rule is that district policy may not permit a student to enroll again in a credit course (also referred to as repeating or re-enrolling in a credit course) if the student received a satisfactory grade on the previous enrollment. An enrollment occurs when a student receives an evaluative or non-evaluative symbol pursuant to section 55023 in a credit course. (§ 55000(n).) Evaluative symbols include A, B, C, D, F, P, NP² and for those districts who provide for the use of it, FW. (§ 55023(a) & (c).) Nonevaluative symbols include I, IP, RD, W and MW. (§ 55023(e).) A satisfactory grade is an A, B, C or P. (§ 55000(w).) Substandard work is course work for which the grading symbols D, F, FW, NP or NC (as defined in section 55023) have been recorded. (§ 55000(y).) A student receiving an A, B, C or P typically cannot enroll in that course again unless an exception to the general rule applies that allows an additional enrollment or enrollments in that course.

There are a few exceptions to the general rule that permit districts to adopt policies which allow a student receiving a satisfactory grade to enroll in the same credit course again. (See § 55040(b), and see Appendix B - table 1.) Those exceptions to the general rule are set forth in more detail later in these guidelines, but are as follows:

- courses properly designated by a district as repeatable,
- a subsequent enrollment due to significant lapse of time,
- variable unit courses offered on an open-entry/open-exit basis,
- extenuating circumstances,
- occupational work experience courses,
- students with disabilities repeating a special class for one of the reasons specified in section 56029,
- legally mandated courses, and
- courses necessary as a result of significant change in industry or licensure standards.

For an additional enrollment in the same course to be allowed, either the student must meet the circumstances specified in the regulations for the exception or, in the case of repeatable courses, the district has properly designated the course as repeatable.

Repeatable Courses (§§ 55040(b)(1), 55041)

Beginning January 2013, district policy may designate only three types of courses as repeatable:

- courses for which repetition is necessary to meet the major requirement of California State University (CSU) or University of California (UC) for completion of a bachelor's degree,
- intercollegiate athletics, and
- intercollegiate academic or vocational competition. (§ 55041(a)(1)-(3))

Courses that are not one of the three types above may NOT be designated as repeatable. If a course is properly designated by district policy as repeatable, then all students may enroll in that course more than one time, subject to specified limitations.

Appendix B: College of Marin General Education Statement of Purpose and Outcomes

(Excerpted from the 2014-15 College of Marin 2014-2015 Catalog)

College of Marin's Commitment to an Excellent Educational Foundation

Students come to College of Marin to achieve a wide variety of goals, including obtaining foundational skills in Math, English and ESL, Career or Technical training, an A.A. or A.S. degree, and transfer, as well as for lifelong learning and cultural enrichment. No matter what a student's reasons are, the college is committed to the educational growth of all undergraduates and the development of the following academic skills that allow students to pursue any major:

- **Written, Oral and Visual Communication**
Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.
- **Scientific and Quantitative Reasoning**
Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.
- **Critical Thinking**
Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.
- **Problem Solving**
Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.
- **Information Literacy**
Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.

College of Marin General Education Statement of Purpose

While college students choose a specific field of study, part of their educational experience and requirements include a program of general education. This well-rounded, student-driven educational package is intended to be complementary to, but different in emphasis from, the specialized education received for a job or a profession, or from focusing on a particular field of study. By completing a general education program, students expand their knowledge of the content and methodologies in a variety of disciplines. College of Marin expects students to:

- Become effective written, oral and visual communicators for many audiences;
- Be flexible, curious, and open to new experiences;
- Recognize how they connect to and affect their community and the world beyond;
- Enhance economic survival skills for the workplace and marketplace;
- Think critically, ethically, independently, and creatively about a variety of topics that will be useful to them in the real world and hone these thinking skills in a way which can be used throughout their life;

-
- See the interconnectedness of topics and use multiple disciplines to help achieve deeper understanding of past, present and future events at local, national and global levels;
 - Become a more widely informed citizen who appreciates the importance of intellectual, scientific and artistic accomplishments;
 - Engage in healthful living and wellness physically, intellectually, emotionally and socially.

CoM General Education Outcomes

A. Natural Sciences

These courses examine the physical universe, its life forms and natural phenomena and enable students to develop a greater appreciation of the world around them. Through exposure to the broad range of sciences—physical science, biological science and earth science—students learn how to acquire scientific information to develop their understanding of the nature of science.

- Apply the scientific method to explore physical and biological phenomena, including observation, hypothesis development, measurement, data collection, experimentation and analysis.
- Articulate core concepts in a biological or physical science discipline.
- Recognize and analyze the relationship between humans and the natural world.

B. Social and Behavioral Science

These courses examine people as members of society by exploring the diversity in peoples, cultures, politics, histories and the forces that shape and change human societies. These courses teach students how to evaluate these concepts through scientific and social inquiry.

- Apply the approaches social and behavioral scientists use to explore social phenomena and human behavior, including observation, hypothesis development, measurement, data collection, experimentation, evaluation of evidence, and analysis.
- Analyze and articulate core concepts in a specific social or behavioral science discipline.
- Recognize the complexity of how individuals and groups are influenced by their social, cultural, and historical contexts.

C. Humanities

The humanities study human culture and thought in all of its forms, including significant works of art, literature, performance, language, and philosophy from around the world.

- Recognize, analyze, and reflect on significant cultural works.
- Foster a greater understanding of aesthetic, intellectual, linguistic, political, and religious dimensions of various cultures.
- Engage in new experiences and broader conversations about human culture and creativity.

D. Written Composition

The study of written composition helps students build the skills and strategies necessary to read and write at the college level and in everyday life.

- Communicate complex ideas to a variety of audiences through clear and effective writing.
- Support one's ideas with compelling, logical, and credible evidence and analysis from readings and research.
- Develop a successful writing process adaptable to diverse writing situations.
- Document sources appropriately to build credibility as a scholar.

E. Communication and Analytical Thinking

These courses promote advanced level communication and analytical thinking through writing, speech, logic, and/or quantitative problem solving. These critical thinking skills are applicable throughout one's academic, professional, and personal experiences.

- Express concepts and reasoning clearly and precisely.
- Analyze and evaluate information and language critically.
- Develop and apply analytical and reasoning skills to define, plan and solve complex problems.
- Differentiate between necessary and unnecessary information when solving a problem.
- Gather data, analyze evidence and build arguments to support or refute hypotheses.

F. American Institutions

These courses build a foundation necessary for being an engaged citizen. Assignments ask students to think critically, ethically, independently, and creatively about American society.

- Explore the history and evolution of the core concepts in American social, political and economic institutions.
- Articulate how individuals connect to and affect their community, state, nation and the world.

G. Cross-Cultural Studies

These courses develop a political and historical understanding of the experiences of ethnic and racial groups in America. Students will interpret historical events from the perspective of these groups. Students may also explore the diversity of visual and performing arts, the literary creative process, and literary tools and techniques among ethnic groups with shared cultural histories, languages, and traditions.

- Analyze and evaluate the effectiveness of the organizations and movements of a broad range of ethnic and racial groups in America.
- Interpret and evaluate the myths and stereotypes that have developed in reference to these groups.
- Critically analyze and debate the role of race and color in the American experience.
- Illustrate and apply important interdisciplinary concepts that reflect the unique voice of various ethnic and cultural groups.
- Recognize the influence of their own cultural group on intercultural communication interactions.

H. Physical Activity

Students taking these Dance or Kinesiology activity courses will gain fitness and wellness benefits from cardiorespiratory, muscular strength and endurance training.

- Implement a cardiorespiratory, muscular strength and endurance plan compatible with your goals and lifestyle.
- Identify how much and the types of physical activity one should do for optimal health and wellness.

Appendix C: Guidelines for College of Marin's Cross Cultural Studies Requirement

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

STATEMENT

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

GUIDELINES FOR PROSPECTIVE COURSES

Courses accepted for this requirement must fulfill the following criteria:

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

DEFINITIONS

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

Appendix D: Policy and Procedure for Review of Community Education Courses

In addition to credit and noncredit courses, College of Marin also offers Community Education (not-for-credit) courses, which go through a separate approval process. According to AP 4020, “the Curriculum Committee does not approve Community Education courses. However, the Community Education Program will send all new course outlines to the Curriculum Committee to ensure there is no conflict with credit courses.” For procedural reasons, the Curriculum Committee depends on appropriate departments to review new Community Education course outlines for conflicts.

If after departmental review no conflicts exist, the course proceeds through the Community Education review and approval process.

If the department identifies a potential conflict, the department chair works with the Director of Community Education, the Curriculum Committee, and any other relevant faculty and administrators to resolve the conflict. If a conflict is still not resolved, the course is sent to the Academic Senate for final resolution.

Appendix E: Bloom’s Taxonomy

Knowledge

Objectives

Basic
Knowledge

Outcomes

More Sophisticated
Higher Level Thinking



Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Student remembers or Recognizes information or specifics as communicated with little personal assimilation.	Student grasps the meaning behind the information and interprets, translates, or comprehends the information.	Student uses information to relate and apply it to a new situation with minimal instructor input.	Student discriminates, organizes, and scrutinizes assumptions in an attempt to identify evidence for a conclusion.	Student creatively applies knowledge and analysis to integrate concepts or construct an overall theory.	Student judges or evaluates information based upon standards and criteria, values and opinions.
Cite Label List Enumerate Identify Imitate Match Name Quote Recall Reproduce State Write	Convert Define Describe Discuss Estimate Explain Generalize Identify Illustrate Locate Paraphrase Restate Summarize	Apply Chart Compute Demonstrate Determine Dramatize Establish Make Manipulate Prepare Project Solve Use	Analyze Compare Contrast Correlate Diagram Dissect Differentiate Distinguish Infer Investigate Limit Outline Separate	Assemble Create Construct Design Develop Formulate Generate Hypothesize Initiate Invent Modify Reframe Synthesize	Access Appraise Conclude Critique Decide Defend Diagnose Evaluate Judge Justify Rank Recommend Support

Skills and Abilities

Objectives

Basic Knowledge
Basic Skills Level

Outcomes

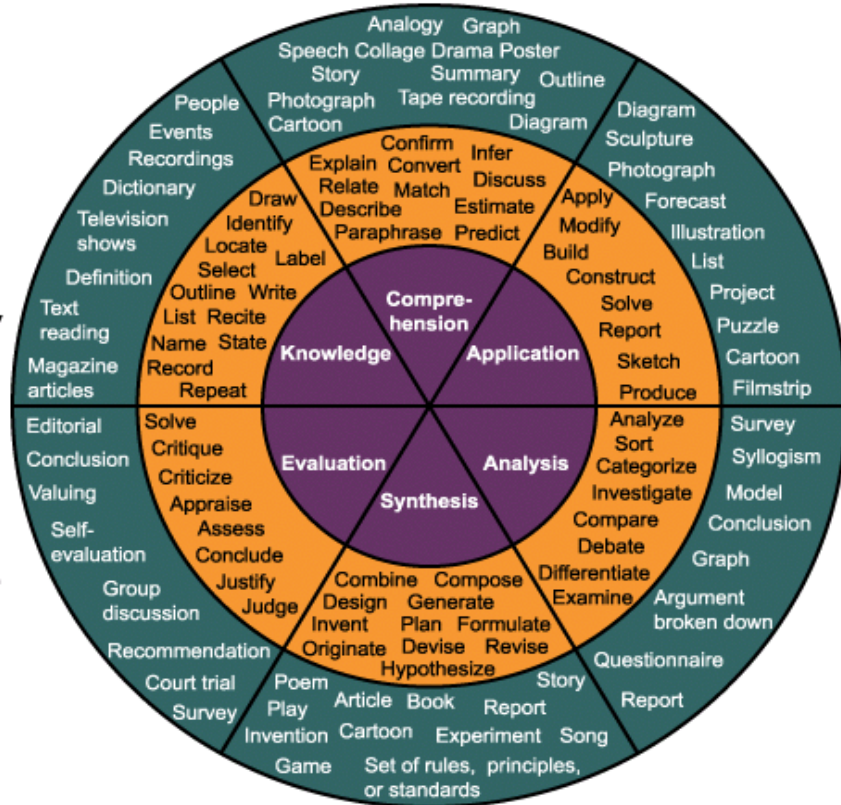
More Sophisticated Skills
Higher Level Abilities
Critical Understanding of Performance



Observe	Model	Recognize Standards	Correct	Apply	Coach
Students translate sensory input into physical tasks or activities.	Students are able to replicate a fundamental skill or task.	Students recognize standards or criteria important to perform a skill or task correctly.	Students use standards to evaluate their own performances and make corrections.	Students apply this skill to real life situations.	Students are able to instruct or train others to perform this skill in other situations.
Hear Identify Observe See Smell Taste Touch Watch *Usually no outcomes or objectives written at this level.	Attempt Copy Follow Imitate Mimic Model Reenact Repeat Reproduce Show Try	Check Detect Discriminate Differentiate Distinguish Notice Perceive Recognize Select	Adapt Adjust Alter Change Correct Customize Develop Improve Manipulate Modify Practice Revise	Build Compose Construct Create Design Originate Produce	Demonstrate Exhibit Illustrate Instruct Teach Train

Verb Wheel Based on Bloom's Taxonomy

- Domain
- Appropriate verbs
- Student products



Appendix F: Student Accessibility Services (DSPS) Section 508 Policy

As a recipient of federal funding, Marin Community College District (MCCD) is required to comply with the provisions of Section 508 of the Americans with Disabilities Act (<http://www.section508.gov/>).

In essence, this mandates that, regarding MCCD's development, procurement, maintenance and use of Electronic and Information Technology (EIT), individuals with disabilities must have equal access to and use of information and data, except in cases wherein this "would impose an undue burden" upon MCCD (in which case MCCD is still responsible for providing "an alternate means of access that allows the individual to use the information and data").

Alternate media formats which meet these requirements include, but are not limited to, closed-captioned videotapes and DVDs, accessible web sites, electronic text (E-Text), recorded books on tape, Braille, large-type text, tactile graphics, live-captioned videoconferencing and descriptive narration.

MCCD compliance with Section 508 will be the responsibility of an Alternate Media Team, consisting of an Alternate Media Specialist, an E-Text Technician, and designated staff of Media Services. The Alternate Media Team will:

- serve as a liaison between faculty, students and Disabled Students Programs & Services (DSPS) to secure and translate instructionally-related materials into alternate formats in a timely manner;
- provide guidelines, training and technical assistance to faculty, staff and committees for access requirements, design of distance education offerings, and the formatting of documents and information;
- produce information in alternate formats;
- develop and maintain a current resource bank of access strategies for the various types of disabilities which students may have, for the various instructional media used by faculty, and for the various types of electronic information, including self-contained closed products such as information kiosks, utilized by MCCD;
- serve as a liaison to the High Tech Center Training Unit and to community agencies utilized on a contract basis to produce alternate media.

MCCD students with disabilities will have access to computers with adaptive software, at key campus locations such as libraries, media centers and computer labs. Instruction in the use of these computers and this software will be available on request at the College of Marin High Tech Center and/or from the Adaptive Media team.

Videos and DVDs:

Instructors purchasing instructional videotapes and DVDs will attempt to locate closed-captioned versions. If this is not possible, alternative choices of videotapes and DVDs will be considered. If this is not possible, MCCD's Alternate Media team will engage an outside

company to close-caption the material, or the team will itself close-caption the material. Previously-purchased instructional videotapes and DVDs will be replaced with closed-captioned versions or will likewise be closed-captioned by an outside company or by the Alternate Media team.

Textbooks and other printed materials:

Instructors purchasing textbooks and other printed materials will attempt to locate materials that are also available from the publisher in alternate media formats. [NOTE: California Assembly Bill 422 requires publishers of instructional materials to provide the materials at no cost in an electronic format for use by students with disabilities at the University of California, California State University and California Community Colleges systems. This electronic text provided by the publisher may be used to produce large print, be translated and processed by a Braille embosser, or be accessed directly with speech synthesizers or refreshable Braille displays.] At the request of a student with a verified disability, any other printed materials will be acquired or reproduced by the Alternate Media team in an appropriate alternative format and in a timely manner, as specified in "MCCD Section 508 Procedures."

Web sites:

All web-based materials, whether instructional or for the general public, will comply with standards mandated by Section 508 of the Americans with Disabilities Act (see "Section 508 checklist" at <http://webaim.org/standards/508/checklist>).

Appendix G: Relationship of Hours to Units

(excerpted from the Program and Course Approval Handbook, 5th edition. California Community Colleges Chancellor's Office. September 2013. Pages 80-83.)

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

Because California finance laws assume that primary terms average 17 1/2 weeks on the semester system and 11 2/3 weeks on the quarter system (the two semesters or three quarters equal the traditional 35-week academic year), and because student attendance and related apportionment state compliance auditing is based on the units and student contact hours delineated in the official COR, the Chancellor's Office strongly recommends that colleges use the 18-week semester or 12-week quarter as the basis for the student contact hour calculation used in the COR, even if a college has been approved to use a compressed academic calendar. The 18-week semester or 12-week quarter primary term provides the greatest flexibility in terms of contact hours, and colleges do not risk an audit finding for excessive apportionment claims such as they might experience using a 16-week semester basis for the contact-hour calculation. Additionally, it is also important to note the flexible calendar program is designed around the 35-week traditional academic calendar, so basing contact hour targets around an 18-week semester assures that instructional hours lost to "flex" activities will not result in the district not providing the minimum number of hours required by Title 5, section 55002.5, to award a unit of credit.

The guidelines provided below are all predicated on an 18-week semester or 12-week quarter term. In determining the number of units to be awarded for courses, colleges must consider total lecture, outside study, and/or laboratory hours. We refer to the combination of these hours as "student learning hours." For example, a course for which three units is awarded may meet four hours a week over a semester and still be in compliance with these regulations if it is assumed that the increased classroom time serves to decrease outside study time. Thus, a course that seemingly meets for more hours per week than the units awarded may be in compliance, as opposed to a course that simply requires an excess of total classroom hours for the units awarded.

For lab units, it has not traditionally been expected that the student will study outside the classroom. Therefore, the number of units granted is generally based entirely on the number of hours performed on campus under the immediate supervision and control of a qualified academic employee. For example, 54 hours of chemistry laboratory (three hours per week over 18-weeks) would grant one semester unit of credit, whereas 54 hours of chemistry lecture would grant three units.

The following examples apply to semester units:

Lecture or Lab Only Courses

- One-unit lecture course = 18 hours in-class lecture plus 36 hours out-of-class study
- One-unit laboratory course = 54 hours in-class laboratory

Lecture and Lab Combined

- Three units (2 units of lecture and 1 hour of lab) = 36 hours in-class lecture, 54 hours in-class laboratory, plus 72 hours out-of-class study

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

When the combination of lecture and out-of-class study plus laboratory work reaches 108 student learning hours on the semester system or 72 student learning hours on the quarter system, or twice the number of hours required for one unit, students must earn at least two units of credit.

Note that a college may not offer two units of credit unless total hours of lecture and out-of-class study plus laboratory work reaches a minimum of 96 student learning hours on the semester system or 66 student learning hours on the quarter system. This regulation may affect the number of units awarded in some disciplines that offer courses with a high number of contact hours, such as courses mandated by professional certification requirements in law enforcement and fire technology.

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

Given that some colleges begin with total student contact hours in order to derive the appropriate units to assign to a course, the following examples are provided. All examples use semester hours.

1. 27 lecture contact hours: a college must offer 1.5 units of credit under the assumption that there are 54 hours of out-of-class study for a total of 81 student learning hours. A college may not offer 2 units of credit, since the minimum of 96 student learning hours (per Title 5) has not been attained.
2. 18 lecture contact hours and 36 lab contact hours: a college may offer 1.5 units of credit under the assumption that the lecture hours entail 36 hours of out-of-class study, resulting in a total of 90 student learning hours; if a college presumes that

each lab contact hour also entails half an hour of out-of-class work, then the total hours would equal 108 student learning hours, requiring the college to offer 2 units of credit.

Given the variety in calculation of total student contact hours, colleges must make explicit in the COR not only the total units for the course, but the lecture/lab breakdown of the units, the term length being used for the total student contact hour calculation, and the total student contact hours.

Accreditation standards require a minimum of 48 student learning hours for the award of a unit of credit. Although Title 5, section 58023, defines an hour of classroom or laboratory time as 50 minutes, when calculating out-of-class study time, an hour retains its ordinary meaning of 60 minutes.

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

$$\begin{array}{r} 16 \text{ hours of classroom time} \\ + \underline{32 \text{ hours of homework}} \\ 48 \text{ hours total student learning time} \end{array}$$

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

$$\begin{array}{r} 48 \text{ hours of classroom time} \\ + \underline{96 \text{ hours of homework}} \\ 144 \text{ hours total student learning time} \end{array}$$

Colleges must take into account holidays and flex days when constructing the academic calendar in order to ensure that all courses can meet the 48-student-learning-hour minimum for each unit of credit awarded. In addition, it is impossible to predict exactly how long it will take for any individual student to complete a given amount of assigned study or homework; therefore, these ratios will not hold true for every individual taking the course. Nevertheless, instructors are required to follow the COR and assign an amount of homework that is consistent with the time it would take the average student to complete the coursework.

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

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

$$\begin{array}{r} 1.6 \text{ hours of lecture each day} \\ + \underline{3.2 \text{ hours of homework each day}} \\ 4.8 \text{ hours of student learning each day} \end{array}$$

It is not appropriate to offer courses in a compressed time frame that, by their design,

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

Appendix H: Chart of Teaching Unit Values for Studio/Laboratory, Practicum, and Activity Hours

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

Appendix I: Guidelines for Limitations on Prerequisite Form

Please see AP 4260 for further information about establishing prerequisites and co-requisites.

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

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

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

- **Standard Pre/Corequisite.** Pre/corequisites on courses which are required at the UC or CSU system.
 - Additional Level of Scrutiny: identify UC or CSU campuses that offer the equivalent course with the equivalent prerequisite in order to demonstrate that the pre/corequisite is usual, customary, and reasonable.
- **Skills in Math or Communication as Prerequisite for Courses other than Math or Communications.** Example: prerequisites of a skills course in math or English for a course in biology, history, or chemistry.
 - Additional Level of Scrutiny: determine that the prerequisite or co-requisite is an appropriate and rational measure of a student's readiness to enter the course or program as demonstrated by a content review including, at a minimum, all of the following:
 - involvement of faculty with appropriate expertise;
 - consideration of course objectives set by relevant department(s).
 - be based on a detailed course syllabus and outline of record, tests, related instructional materials, course format, type, and number of examinations, and grading criteria;
 - specification of the body of knowledge and/or skills which are deemed necessary at entry and/or concurrent with enrollment;
 - identification and review of the prerequisite or co-requisite which develops the body of knowledge and/or measures skills identified under
 - matching of the knowledge and skills in the targeted course and those developed or measured by the prerequisite or co-requisite; and
 - maintain documentation that the above steps were taken.
- **Limitation on Enrollment in Performance Course.** Auditions or other skill assessments on public performance or intercollegiate competition courses such as, but not limited to, band, orchestra, theater, competitive speech, chorus, journalism, dance,

and intercollegiate athletics. Courses seeking “best qualified” as opposed to “all qualified.”

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

Appendix J: AP 4105: Distance Education

References:

Title 5 Sections 55200 et seq.;
42 U.S. Code Sections 12100 et seq.;
29 U.S. Code Section 794d;
ACCJC Guide to Evaluating Distance Education and Correspondence Education;
U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended;
34 Code of Federal Regulations Part 600

Per Title 5 Section 55200, distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. A distance education course is a course or course section where 40% or more of the hours of instruction occur at a distance.

In the District, a hybrid course or course section is defined as one in which regularly scheduled face-to-face classroom time is replaced consistently throughout the semester by required online activities; and is one in which the face-to-face component is between 40% and 60% of the total course hours.

In the District, an online or media-based course or course section is defined as one in which 100% of instruction occurs at a distance; while there is no face-to-face instruction, mandatory face-to-face orientations and assessments may be scheduled.

Course Approval

Each proposed or existing course offered by distance education shall be reviewed and approved separately. Separate course outlines are required for each hybrid, online or media-based version of a course. Each course outline must include the Distance Education addendum of the Course Outline of Record template. Separate approval is mandatory if 40% or more of the instruction in a course or a course section is designed to be provided through distance education, whether as a hybrid or online.

The review and approval of new and existing distance education courses shall follow the curriculum approval procedures outlined in AP 4020 titled Program and Curriculum Development. Distance education courses shall be approved under the same conditions and criteria as all other courses.

Certification

When approving distance education courses, the Curriculum Committee will certify the following:

- **Course Quality Standards**
The same standards of course quality are applied to the distance education courses

as are applied to traditional classroom courses.

- **Course Quality Determinations**
Determinations and judgments about the quality of the distance education course were made with the full involvement of the Academic Senate and Curriculum Committee approval procedures.
- **Instructor Contact**
Each section of the course that is delivered through distance education will include regular effective contact between instructor and students.
- **Duration of Approval**
All distance education courses approved under this procedure will continue to be in effect unless there are substantive changes of the course outline.

ADA Compliance

All distance education is subject to the requirements of Title 5 as well as the requirements imposed by the Americans with Disabilities Act (42 U.S. Code Sections 12100 et seq.) and Section 508 of the Rehabilitation Act of 1973, as amended (29 U.S. Code Section 794d). Distance Education courses will be reviewed by Disabled Students Programs and Services (DSPS) to determine ADA compliance. The College's Instructional Technologist will assist faculty to ensure ADA compliance when needed.

Instructor Learning Management System (LMS) Training

Instructors interested in teaching hybrid and/or online courses will be provided with training opportunities in the technical and pedagogical aspects of such courses using the approved District LMS before being assigned to teach such a course.

Student Authentication

Consistent with federal regulations pertaining to federal financial aid eligibility, the District must authenticate or verify that the student who registers in a distance education or correspondence education courses is the same student who participates in and completes the course or program and receives the academic credit. The District will provide to each student at the time of registration, a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any.

The Chief Instructional Officer shall utilize one or more of these methods to authenticate or verify the student's identity:

The District utilizes a LMS whereby students must authenticate their identity. In order to access the LMS, students must log into the MyCOM Portal with their College of Marin-issued student user name and password.

The Chief Instructional Officer shall provide a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any, to each student at the time of registration.

Distance Education Support Services

The District provides online assistance in the following areas:

- Moodle technical help through an online help center
- Online writing assistance through the Online Writing Center (OWC)
- Research assistance through the Library's "Ask a Librarian" service
- Tutoring appointments through the Teaching and Learning Center
- Counseling services through "Ask a Counselor"

The Assessment and Testing Center provides proctored exams with an instructor's approval. Specific instructions about taking an exam in the Assessment and Testing Center can be found on the Assessment and Testing Center's Webpage.

Date Approved: June 28, 2011

Revised: June 19, 2012

Revised: May 1, 2014

Appendix K: Best Practices for Distance Education Courses

In accordance with Title V, the following is a list of best practices and guidelines for “Regular, Timely and Effective Student/Faculty Contact” in online/distance education courses:

Best Practices

1. **Communications:** clear and comprehensive communication regarding online course policies is critical to student success and faculty effectiveness. Accordingly, it’s imperative that the following are addressed explicitly in the course syllabus and /or introductory email/announcement. These communication guidelines are the same for all teachers. Communication should include but is not limited to:
 - Relevant dates, course schedule, and deadlines.
 - Faculty expectations and requirements for minimum student participation (quantity and quality) for all sections of the course.
 - Timely evaluation of student work.
 - Faculty/Student Communication Process: A response time of 24-48 hours, Monday through Friday is desirable but may vary based on course requirements and extenuating circumstances. Clarify whether or not the instructor will be available after hours or on weekends and holidays. (Faculty are not required to be available on weekends or holidays.)
 - Methods of regular, timely, and effective student/faculty contact that will be employed in the course (as described below)
2. **Effective Student/Faculty Contact:** it has been clearly shown that lack of regular, timely, and effective contact between students and instructors is a major factor in student attrition and poor performance in online courses. Depending on class design and instructor preference, the faculty may employ one or more methods of regular, timely, and effective student/faculty contact in all online, hybrid, and web-enhanced courses.

Distance Education Webpages on the COM website:

<http://www.marin.edu/distance/index.htm>

From DSPTS: *Easy Tips: Basic Web Accessibility for college of Marin Online Content*

Creators: <http://marin.edu/disabled/eztips.htm>

Appendix L: Common Omissions from Course Outlines

3. Specify the first semester/year the new course or change will take effect: Fall 2011

10. Stand Alone Course - may lead to future program: Yes No Pilot

12. For College of Marin Degree: New Course Revised course previously approved for COM degree

This Course satisfies the requirement for following degree(s): (Please submit a revised AA/AS degree form)

A.S. in Computer Information Systems, Occupational

13. Skills Certificate (Less than 18 Units): MS Access Database Skills, MS Office Database Specialist

Certificate of Achievement (18+ Units):

25. Library Resources. Are library resources able to support the course as designed? Check all that apply:

Online Public Access Catalog

Periodicals

World Wide Web Sites

Reference Books

Online Databases

Information Competency. Students in this course will be encouraged to use the following resources. Please Comment:

World Wide Web Sites maybe utilized for Activities/Assignments in this class

26. Catalog Description: (Please limit to 5 sentences. Thank you.)

CIS 117: Introduction to Database Design 1.5 Units. Advisory: CIS 101 or CIS 110. Two hours weekly for 8 weeks. A first course in the design and installation of a database for use on a personal computer database software program to create and program database applications.

28. Student Learning Outcomes (SLO) from first time for credit. "Upon completion of this course, students will be able to..." (Example: Upon completion of course, students will be able to compare and contrast the works of other artists as well as their own in historical, social, and cultural contexts with particular attention paid to the expression of ideas in the artistic medium.)

Upon completion of this course, students will be able to demonstrate a basic skill level knowledge of database design and to create database objects appropriate for simple business problems. Specifically,

- ~Create, modify and update a database
- ~Identify the applications suitable for databases
- ~Create a variety of table structures
- ~Create a variety of query objects
- ~Create a variety of simple form objects using wizards
- ~Create a variety of simple report objects using wizards

34. Representative Assigned Texts and/or Resource Materials. Use the MLA format to include author, title, publisher location, publisher's name and publication date for all material. The majority of the material should be no older than 2 years at the time of the addition or revision of the course, and no older than 5 years during the activity of the course textbooks. [Example: Last, First. The Book Title. New York: Publishing, Inc. 2007.]

Microsoft Access 2007, Comprehensive, Adamski, Finn Course Technology, Copyright 2008

Enter appropriate date according to the Curriculum Committee's deadlines.

Check no for most courses.

If 12 is checked, please include the degree(s).
If 13 is checked, please include the certificate(s).

Include a comment for the checked boxes above.

Include course header information in the description. For revisions, start with the language printed in the most recent catalog. Reminder: If a course has an Advisory or Pre/Co Requisite, please include the Pre and Corequisite page.

Include broad and assessable outcomes using action words from Bloom's Taxonomy (Appendix E).

Include at least one text published within 5 years. If necessary, include an extra text of newer copyright date with an older text.