DE ANZA COLLEGE

Curriculum Development Guide

(2008 Publication)

CURRICULUM OFFICE

Foreword

The 2008 *Curriculum Development Guide,* a publication of the De Anza Curriculum Committee, is designed to assist faculty in understanding the curriculum approval process and the policies, laws, and regulations that guide that process. It will help to guide faculty through the preparation and processing of new and updated course outlines, certificates, and degrees.

The *Curriculum Development Guide* sets forth the various standards and criteria established to ensure the quality of De Anza's curriculum. It is to be used both by faculty curriculum writers and by the Curriculum Committee in evaluating curriculum proposals. These standards require that all course outlines show the purpose of the curriculum, the learning objectives of the students served by the curriculum, and the means by which that learning will be accomplished and measured. These standards are evaluated in each course outline by faculty serving on the Curriculum Committee, who then, as a body, recommend adoption of new courses and/or changes to existing courses certificates, and degrees to the Board of Trustees.

The *2008 Curriculum Development Guide* should completely replace any earlier *Curriculum Handbook* versions. All forms and processes stated within should be used starting Fall 2008. The 2008 *Guide* is available in hard copy and in electronic versions in all division offices and the Curriculum Committee website, http://dilbert.fhda.edu/curriculum/. Please familiarize yourself with the process and with the standards and criteria set forth in this *Guide* to ensure that the process will be as smooth and expedient as possible. If some parts are unclear or if additional sections or explanation would be useful, please inform the Curriculum Committee so that next year's *Guide* may be improved.

Faculty have many opportunities to present new curriculum and course modifications of existing curriculum to the Curriculum Committee, which meets weekly, **every Tuesday from 2:00pm-3:30pm** (except for the first week and finals week of fall, winter, and spring quarters.) As of Fall 2003, the General Education Review Committee jointly meet with the Curriculum Committee. See the Curriculum Committee website, http://dilbert.fhda.edu/curriculum/, for participants in the curriculum process. These resource people welcome you as a curriculum writer and will do all they can to assist you in the process!

TABLE OF CONTENTS

INTRODUCTION 1

ANZA COLLEGE MISSION STATEMENT 2
CURRICULUM COMMITTEE MISSION STATEMENT 2
CURRICULUM DEVELOPMENT AND THE IMPORTANCE OF THE COURSE OUTLINE 3
CRITERIA FOR COURSE/PROGRAM APPROVAL AT LOCAL AND CALIFORNIA CHANCELLOR'S OFFICE LEVELS 5
CHANCELLOR'S OFFICE APPROVAL REQUIRED 5
LOCAL BOARD APPROVAL WITH CERTAIN TITLE V RESTRICTIONS 6

GENERAL COMMITTEE INFORMATION 7

CURRICULUM/GENERAL EDUCATION REVIEW COMMITTEE MEMBERSHIP COMPOSITION 8
PRIMARY DUTIES AND RESPONSIBILITIES OF THE CURRICULUM/GENERAL EDUCATION COMMITTEE MEMBERS 10
PRIMARY DUTIES OF OTHER ESSENTIAL CURRICULUM PARTICIPANTS 13
MEETING INFORMATION 14
MEETING AGENDA AND MINUTES 15
PROCEEDINGS OF MEETINGS 15

CURRICULUM POLICIES AND GUIDELINES 18

COURSE REPEATABILITY 19
TBA HOUR 19
COURSE HOUR AND UNITS 21
DEGREE AND NON-DEGREE APPLICABLE 22
NON-CREDIT COURSES 23
GENERAL EDUCATION 24
DISTANCE EDUCATION 27
COURSE NUMBERING: PREFIXES, NUMBER, AND SUFFIXES 28
UC AND CSU TRANSFERABILITY 29
CROSS-LISTED COURSE 30
BLOOM'S TAXONOMY OF EDUCATIONAL OBJECTIVES 31
CONSIDERING MULTICULTURAL CONTENT IN YOUR COURSE OUTLINES 34
CURRICULUM CATALOG DEADLINE 37
CONDITIONAL APPROVAL AND FINAL VERSION 38
USING ECMS FOR COURSE REVISION AND COURSE CREATION 38

COURSE (CREATION & REVISION) – PROCEDURES & FORMS 40

COURSE OUTLINE FORMAT OVERVIEW 41
COURSE OUTLINE FORMAT EXPLANATION 41
COURSE REVISION – DIAGRAM OF PROCESSES (START TO FINISH) 46
COURSE REVISION – FORMS & EXPLANATION OF PROCEDURES 47
NEW COURSE - DIAGRAM OF PROCESSES (START TO FINISH) 49
NEW COURSE – FORMS & EXPLANATION OF PROCEDURES 50

CERTIFICATE AND DEGREE (CREATION & REVISION) - PROCEDURES & FORMS 52

DEGREES AND CERTIFICATES COLLEGE-WIDE STRUCTURE 53
REVISED CERT./DEGREE – DIAGRAM OF PROCESSES (START TO FINISH) 55
REVISED CERT./DEGREE – FORMS & EXPLANATION OF PROCEDURES 56
NEW CERT./DEGREE – DIAGRAM OF PROCESSES (START TO FINISH) 58
NEW CERT./DEGREE – FORMS & EXPLANATION OF PROCEDURES 59

APPENDICES **61**

ARTICULATION AGREEMENTS 62
Matrix of Articulation *64*
Articulation Between University of California/Community College *65*
University of California Specific Guidelines for Course Articulation *66*
UC Transfer Course Agreement (TCA) and Transfer Limitations *70*
BACCALAUREATE LEVEL COURSES 71
GENERAL EDUCATION (TRANSFER) 73
CSU GE Breadth—Subject Areas Designators *73*
Executive Order 595 (CSU GE) *74*
IGETC G.E. Subject Area Designators *85*
IGETC Curriculum *86*
Comparison of CSU and IGETC G.E. *91*
MATRICULATION REGULATIONS AND LEVELS OF SCRUTINY 95
CALIFORNIA EDUCATION CODE TITLE 5, CHAPTER 6 100
CURRICULUM RESOURCES 100
CURRICULUM OFFICE STAFF 101
FREQUENTLY ASKED QUESTIONS 101

INTRODUCTION

Anza College Mission Statement

MISSION

Building on its tradition of excellence, De Anza College challenges students of every background to develop their intellect, character, and abilities, to achieve their educational goals, and to serve their community in a diverse and changing world.

PURPOSE

To accomplish its mission, De Anza College provides a quality teaching and learning environment and sound educational programs and services, accessible and responsive to the needs and interests of the people of our community.

OUTCOMES

De Anza College fulfills its mission by fostering successful students who become knowledgeable and self-directed members of the workplace, appreciative of the aesthetic expressions of humankind, vital participants in the diverse cultures of our community, informed and active citizens of the world, and lifelong learners.

Curriculum Committee Mission Statement

MISSION

Reflecting the mission of De Anza College, the DA Curriculum Committee strives to ensure that De Anza's curriculum is academically sound, comprehensive, and responsive to the evolving needs and multiple perspectives of the community.

PURPOSE

To accomplish its mission, the De Anza Curriculum Committee provides faculty ongoing assistance in creating and reviewing curricula that serve students interested in transfer education and specific major courses, workforce education classes, associate degree and certificate programs, general education classes, developmental education (basic skills) classes, counseling classes, and non-credit lifelong learning classes.

OUTCOMES

The De Anza Curriculum Committee fulfills its mission by ensuring that De Anza's course outlines, certificates, and degrees comply with CA Education Code regulations and are responsive to De Anza's Mission Statement and to our community of faculty and students.

Curriculum Development and the Importance of the Course Outline

Curriculum developers and Curriculum Committee reviewers ensure that course outlines maintain the integrity of the college curriculum standards, while ensuring to students that each course has a clear purpose and will bring about measurable results in terms of their learning. Faculty are principally responsible for initiating curriculum proposals according to curriculum standards set forth by the Curriculum Committee, which is composed of faculty who assist curriculum developers and vote on final approval of course outlines.

According to the *CA Curriculum Standards Guide,* the course outline plays a number of important roles. First and foremost, the course outline is the primary vehicle for course planning. When a course outline is revised or updated, it forms the basis for a contract among the student, instructor, and institution. The course outline identifies the expectations that will serve as the basis of the student's grade and the fundamental required components of the course that the student is guaranteed to receive from the instructor and the college. More than just specifying the required components of the course, the course outline of record states the content and level of rigor for which students-across all sections of the course-will be held accountable. Courses are designed to provide a coherent body of knowledge to prepare students in a particular subject. As our courses are taught by a variety of instructors, both full and part-time, it is through reviewing the course outline that they may clearly identify the standards and content of the course they are to teach.

In addition, the course outline plays a critical role in the ongoing process of program review by which a college seeks to keep its curriculum relevant and allocates its resources 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 for its ability to meet the changing needs of students.

Another role of the course outline is to demonstrate that all of the required components are present in the course according to the required degree of rigor as specified in Title 5 and the *Curriculum Standards Guide.* It is the responsibility of the college Curriculum Committee to review course outlines submitted by discipline faculty to assure that they meet these standards. When initially proposing a new program, course outlines are submitted to both the California Postsecondary Education Commission (CPEC) and the Chancellor's Office as part of the program approval process. Additionally, when questions arise as to the appropriateness of a college's course or program offerings, the Chancellor's Office or CPEC may request copies of the pertinent course outlines for review. If these reviews and approvals are not satisfactory, the colleges may not offer the programs and/or courses.

The course outline of record should not be confused with the syllabus (or green sheet). While a course outline is a contract between the college and the student, containing the requirements and components of the course, a syllabus describes how the individual instructor will carry out the terms of that contract through specific assignments. Whereas syllabi give specific dates, grading standards, and other rules of the conduct of a course required by the individual instructor, a course outline gives the basic components of the course to be taught by all instructors. The syllabus should parallel the course outline, but may include methods and topics that may go beyond the course outline. It gives the instructor the opportunity to bring out his or

her particular talents and strengths. (See Title V for details on teaching to the course outline and class syllabi.)

Title 5 regulations in the area of matriculation allow the establishment and enforcement of requisites, but only when students would be highly unlikely to succeed without them. Please see the documentation required to establish requisites under Matriculation Requirements (See Resource.) The process that the college uses is included in its annual Matriculation Plan and is part of the documentation provided for site visits by the Chancellor's Office.

Outlines of record are also submitted annually for approval to meet California State University General Education (CSU/GE) breadth requirements and for inclusion in the Intersegmental General Education Transfer Curriculum (IGETC). Each college also establishes Transfer Articulation Agreements with local four-year colleges and universities. Again, the course outline serves as the basis for evaluation of the transferability of these courses and substantiates their equivalence to those courses offered at the four-year schools.

Each college maintains its accreditation through reviews conducted by the Western Association of Schools and colleges (WASC). In the self-study completed in preparation for such reviews-and during the site visits which accompany the course outlines of record serve as documentation of the college's high academic standards and quality certificate and degree programs. In the current move toward increased accountability, many other outside agencies have begun to look at the course outline of record-its quality and rigor--as a means of evaluating institutional effectiveness.

At De Anza, every Division should have on permanent file the official course outlines taught in that division. Instructors are also required to submit their syllabi to the Division Dean. Instructors, both full-time and part-time, are to be provided a copy of the official course outline for any class they teach.

Criteria for Course/Program Approval at Local and California Chancellor's Office levels

Curriculum and programs approved by the De Anza Curriculum Committee follow regulations set forth in the California Code of Regulations, Title V, as adopted by the Board of Governors of the California Community Colleges in 1991. By meeting these requirements for course and program approval, De Anza ensures that its curricula and educational programs realize the objectives and functions of community colleges and that student enrollments in the curricula qualify for state apportionment.

While some course and program approval criteria are determined at the local level, others must be presented to the Chancellor's Office for authorization. The following criteria (as to which level of approval is required) are extracted from the 2003 Chancellor's Office *Program and Course Approval Handbook,* available at www.cccco.edu. (Click on "Divisions and Units" → "Educational Services and Economic Development" → "Curriculum Standards and Instructional Services.)

Chancellor's Office Approval Required

Title V (§ 55130) sets forth minimum conditions for Approval of Credit Programs, including both single courses and educational programs ("an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer program to another institution of higher education".) The Chancellor's Office and the California Postsecondary Education Commission (CPEC) must approve all college requests for a new certificate and/or degree and, when approved or authorized, enters them into the Chancellor's Office Inventory of Approved and Projected Programs and assigns them a TOP code (Taxonomy of Programs.). [Exception: If new transfer degrees are composed entirely of existing courses that entail no new resources, CPEC approval is not required.] After this TOP code has been established, individual courses may be approved at the local college level provided they are "within an existing approved program" that has an assigned TOP code.

All certificates that may appear on a student transcript, diploma, or award of any sort that require 27 or more quarter units of coursework require Chancellor's Office approval. Thus, at De Anza, all Certificates of Proficiency must be approved by the Chancellor's Office, but Certificates of Completion (1-11 units) and Certificates of Achievement (12-2 6 units) do not. Please refer to the Chancellor's Office website and the form and directions for the "Request to Add New Option Or Certificate Within Existing Program to Inventory".

If the college a degree or certificate is modified in any substantial way, such as the goals and objectives of the program are substantially changed, or the job categories for which the program completers qualify are substantially different from those in the previous program, or the baccalaureate major to which students typically transfer is different from the previous major, the initiating division must resubmit a "Request to Add New Option Or Certificate Within Existing

Program to Inventory" for the Chancellor's re-approval.

However, if the changes in the degree or certificate are modified in a non-substantial way, divisions may use the "Non-Substantial Changes to Approved Program or Reactivation of Inactive Program." (See Chancellor's website for forms and directions.)

Local Board Approval with Certain Title V Restrictions

Associate degree majors are not subject to Chancellor's Office approval, but are required to be at least 27-quarter units of coursework in a single discipline or related disciplines as listed in the Taxonomy of Programs. For degrees intended to provide transfer students with lower-division general education, a distribution of general education coursework according to specific university requirements may be considered to satisfy this requirement.

Associate Degree and General Education: The criteria and philosophy for establishing Associate Degree and General Education requirements are approved on a local level by the governing board of each community college district. However, Title V (§ 55805) stipulates that local boards shall consider the following policy of the Board of Governors:

> The awarding of an Associate Degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding. In addition to these accomplishments, the student shall possess sufficient depth in some field of knowledge to contribute to lifetime interest.
>
> Central to an Associate Degree, General Education is designed to introduce students to the variety of means through which people comprehend the modem world. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts and methodologies both unique to and shared by the various disciplines. College educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most importantly, General education should lead to better self-understanding.

As noted earlier, individual courses within an existing program (having an established TOP code for a state-approved degree or Certificate of Proficiency) and Certificates of Completion and Certificates Achievement are approved on the local level.

GENERAL COMMITTEE INFORMATION

Curriculum/General Education Review Committee Membership Composition

Academic Senate Bylaws as to Composition of Curriculum Committee

Whereas the faculty have the primary responsibility for curriculum decisions and the Faculty Academic Senate is charged with facilitating that responsibility, and

Whereas the Curriculum Committee is a sub-committee of the Faculty Senate and is given the responsibility of making all final curricular decisions prior to submission to the Board of Trustees for final approval, and

Whereas the membership and voting rights of the Curriculum Committee is at the sole prerogative of the Faculty Senate,

Therefore be it resolved that the membership and voting rights of the Curriculum Committee be as follows:

Curriculum Committee Co-Chair (2): (Only voting in a tie)

- Vice President of Instruction (permanent)
- Faculty elected by the Curriculum Committee Members (two-year term)
  Process for Selection of the Faculty Co-Chair:
  1) An ad hoc nominating committee comprised of five members (minimum of three must be faculty members) from the Curriculum Committee will review qualities, make contacts and submit, preferably at least two names, for consideration to the Curriculum Committee.
  2) The Curriculum Committee elects the co-chair and forwards the name to the Academic Senate for confirmation.
  3) The Academic Senate acts on the recommendation and the action is communicated back to the Curriculum Committee.
  4) In a normal cycle the elections are biennially during winter quarter. If confirmed, the candidate becomes co-chair elect during the spring quarter and chair during the following fall. To insure continuity, a two-year term is required.
  5) To avoid possible conflict of interest, a member of the General Education Review Committee will not be considered for co-chair unless she/he is willing to resign from the GE Review Committee.

Division Curriculum Representatives(12):

(Faculty members to be selected by faculty of the division.) One voting member from each of the following divisions

- Applied Technologies
- Biological and Health Sciences
- Business/Computer Information Systems
- Counseling
- Creative Arts
- Social Sciences and Humanities & Child Development and Education
- Intercultural-International Studies
- Language Arts
- Learning Resources
- Physical Science, Math and Engineering

- Physical Education/Athletics
- Special Education

Constituency Representative: (Voting members)
- Classified staff member (1) appointed by Classified Senate
- Curriculum Development Facilitator
- Division dean (1) appointed by the administration
- Faculty Association (1) appointed by FA
- Student Representative (2) appointed by DASB (De Anza Student Body)

By rights of position as voting members, the following:
- Articulation Officer
- Director of College Readiness (representing Basic Skills)
- General Education Review Committee members

Non-Voting members include the following:
- Curriculum Committee/GE Resource
- Evaluations
- Matriculation Coordinator
- Secretary, Curriculum Committee/GE Review Committee
- Curriculum Technical Advisor
- Resource Representative from Workforce and Economic Development

Composition of General Education Review Committee

The General Education Review Committee is a sub-committee of the Curriculum Committee, approved by the Curriculum Committee and confirmed by the Academic Senate. The committee is composed of faculty members and two resource members—the college Articulation Officer and the Curriculum Facilitator. Members of the GE Review Committee may serve for two consecutive terms of two years each. Terms should be staggered so that new members will serve alongside continuing members of the committee. New members generally join the committee at the beginning of Fall Quarter. Faculty may express an interest in joining the committee by contacting one of the Curriculum Co-Chairs, who places faculty names before the Curriculum Committee. The chair will initiate training as needed.

Impartiality from committee members, representing a campus perspective rather than a departmental or divisional perspective, is required when considering programs and curricula from the various disciplines. Members should acquire a working knowledge of De Anza's A.A./A.S. general education, CSU GE breadth, and IGETC, and their philosophy and requirements. Members are expected to become knowledgeable about current general education patterns, issues, and policies, as well as local, regional and state trends in these matters.

* See the Curriculum Committee website (http://dilbert.fhda.edu/curriculum/) for this academic year's committee members.

Primary Duties and Responsibilities of the Curriculum/General Education Committee Members

Co-Chairs of Curriculum Committee

The Co-Chairs are expected to possess the following characteristics:

1) Knowledge of the curriculum process
2) Ability to give honest feedback and avoid political pressure
3) Good organizational skills (i.e., ability to adhere to timeline and attend to detail)
4) Ability to assume a college-wide perspective
5) Effective communication and facilitating skills
6) Involvement in the college community, either concurrently or historically.

Administrative Co-Chair

The Vice President of Instruction or his/her designee is assigned by the President of the College as the administrative co-chair, who is responsible for assuring that the Curriculum Committee operates in compliance with state regulations, accreditation standards, board policy, and college master planning.

Faculty Co-Chair

The Faculty Co-Chair is a tenured faculty member with two years of experience on the Curriculum and/or General Education Review Committees.

Duties of the Co-chairs:

The primary duties of the faculty co-chair are to preside over Curriculum Committee meetings and to facilitate curriculum planning. The chair shall appoint ad hoc committees as necessary to consider matters within the Curriculum Committee's purview. The chair will report on the committee's activities and recommendations to interested constituencies, namely the Academic Senate, Division Deans, and the College Council.

The primary duties of the administrative co-chair are to administer the five-year curriculum review process, to work with the academic deans in considering the campus-wide impact of curriculum proposals, and to assure that the Curriculum Committee operates in compliance with state regulations, accreditation standards, board policy, and college master planning.

The primary shared duties of the co-chairs are as follows:

1) Plan curriculum committee meeting agendas collaboratively
2) Create, update and distribute the curriculum calendar annually
3) Update and disseminate the *Curriculum Development Guide* annually
4) Establish training sessions for new committee members
5) Promote awareness of the curriculum proposal process.

* See the Curriculum Committee website (http://dilbert.fhda.edu/curriculum/) for this academic year's committee members.

Division Curriculum Advisors/Representatives

The primary duties of division curriculum advisors/representatives are as follows:

1) Assist faculty in developing and revising course outlines
2) Serve as liaison between curriculum developers and the Curriculum/GE Review Committees by
   a) Being well versed in the policies and procedures in the *Curriculum Development Guide* and ensuring that division faculty know how to access the *Curriculum Development Guide.*
   b) Guiding prospective division curriculum initiators as to CC and GE processes
   c) Signing off on the Curriculum Proposal Cover Sheet, signifying that the proposal meets the standards of the *Curriculum Development Guide*
   d) Representing the division's perspective in CC/GE meetings
   e) Reporting curriculum matters to division meetings and/or reporting to division members via voice mail, email
3) Review CC minutes and proposed agenda prior to CC meetings
4) Evaluate course outlines in terms of their appropriateness to the division and to the college mission as well as on student progress
5) Determine the effect of curriculum proposal on other curricula offered by the college
6) Evaluate the impact of course outlines on students' access to curricula; e.g. curricular sequences, requisites and advisories, inclusion of courses in certificates and degrees
7) Consider GE recommendations before approving or denying GE course outlines,
8) Ensure that the curriculum proposal adheres to the rigor and standards of community college courses
9) Establish the membership of the General Education Review Committee
10) Approve or disapprove curriculum requisites or advisories as recommended by the Requisites Subcommittee, course outlines, General Education Review Committee recommendations, new or revised degrees and certificates, options to add distance learning delivery mode
11) Facilitate a 5-year review of course outline and deletion of unused courses

Curriculum Development Facilitator

The Curriculum Development Facilitator is a faculty member who, under the direction of the Dean of Academic Services, serves to assist with campus-wide curriculum transformation. The facilitator's primary duties are: to work with the curriculum and GE committees to ensure multicultural infusion in courses; develop and implement training for departments/divisions and faculty at large to assist with multicultural infusion and the curriculum review process; and create and provide resource and materials that facilitate curriculum development and support approaches to teaching that foster student success and student equity.

* See the Curriculum Committee website (http://dilbert.fhda.edu/curriculum/) for this academic year's committee members.

Articulation Officer

The De Anza Articulation Office is primarily responsible for the following:

1) Initiates faculty-approved articulation agreements between institutions of higher education.
2) Serves as a consultant to faculty and academic units, providing needed materials and information about course articulation proposals and acceptances.
3) Serves as an advocate for the faculty and campus academic programs.
4) Serves as an advocate for articulating De Anza's courses and accurately communication and conveying information and concerns about institution's articulation agreements to De Anza faculty.
5) Serves as a moderator and mediator of problems and disagreements between the faculties of the home campus and the articulating institutions.
6) Serves as the campus liaison to the segmental system-wide office.
7) Monitors each stage of the articulation process and follows up with departments/faculty for timely responses and decisions.
8) Manages and updates campus articulation data and information.
9) Disseminates current, accurate, articulation data to appropriate department staff, students, and campuses.
10) Attends and participates in conference and workshops on articulation issues
11) Facilitates campus participation in inter-segmental programs.

Curriculum Technical Advisor

The Curriculum Technical Advisor advises the Curriculum and GE Review Committees and curriculum writers on most aspects of the curriculum review process, including course outline forms and format, and legal issues. She attends weekly CC/GE Committee meetings and keeps track of all recommendations and requirements made by the committee. She confers with the faculty CC Co-Chair on weekly agenda and with the Curriculum Secretary in preparing weekly meeting packets, advises and contacts curriculum initiators concerning course outline revisions, maintain official curriculum archives, and mages the catalogue database. She prepares annual reports of the currency of all course outlines for divisions and lists of curriculum changes for the district board. In addition to her curriculum responsibilities, she acts as senior advisor regarding load calculations and assists in monitoring load compliance.

Curriculum Secretary

The Curriculum Secretary attends weekly CC/GE Committee meetings and prepares weekly minutes for subsequent meetings. She confers with the faculty Co-Chair on the accuracy of the minutes and collaborates with the Curriculum Technical Advisor in preparing and distributing of the weekly meeting packets.

General Education Review Committee Members

The members of the GE Review Committee possess the following characteristics:

1) Ability to represent a broad campus base
2) Curriculum experience
3) College-wide perspective
4) Ability to avoid political pressure
5) Ability to assume a GE perspective rather than a divisional one
6) Experience and interest in across-the-board curriculum issues

Duties of General Education Review Committee Members

The primary duty of the GE Review Committee members is to study and evaluate curriculum proposals for adherence to GE requirements as approved by the Academic Senate. The committee then recommends modifications to area criteria, area course requirements and overall A.A. and A.S. general education or transfer requirements. The committee may invite curriculum initiators to a special meeting of the committee to discuss how the faculty members proposed general education courses meet De Anza's GE philosophy and criteria. Committee members are encouraged to volunteer as consultants to assist faculty as needed.

Primary Duties of Other Essential Curriculum Participants

Curriculum Initiator

As a faculty member who recognizes the need for curriculum changes and would like to make that change a reality, the curriculum initiator:

1) Is responsible for reading the *Curriculum Development Guide* and consulting with appropriate resource persons to understand the curriculum process.
2) Consults with other faculty members, appropriate department heads and division dean/s while developing a curriculum proposal.
3) Works with the division curriculum advisor/representative to design a curriculum proposal.
4) Completes, in conjunction with the Division Assistant, appropriate paperwork for presentation to the Curriculum Committee. Ensures that all curriculum forms are properly formatted and edited for revisions as outlined in this *Curriculum Development Guide.*
5) In conjunction with the curriculum advisor/representative, analyzes the curriculum proposal for clarity and completeness.
6) Is required to attend the Curriculum Committee meeting, or appoint a divisional designee, when the proposal is discussed. Courses will be tabled if no one is present from the division to provide clarification if it is needed.
7) On new courses, consults with the Articulation Officer for issues of transferability prior to presentation to Curriculum Committee.

Division Dean

The division dean, in his/her oversight of the administration of an academic division must make decisions concerning curricula offered by the disciplines of a division as well as facilitating curriculum innovation and responsiveness. The primary duties of a division dean in this realm are as follows:

1) Establish within the division an explicit process whereby faculty and department heads review and reach consensus concerning course outlines before submitting them for curriculum committee approval
2) Determines if a curriculum proposal is consistent with the academic plan and program mix of the division as well as with the mission of the college

3) Evaluates the administrative, financial, and philosophical consequences and impact of curriculum proposals, and
   a) Provides timely feedback about the merits and feasibility of the curriculum proposal to its initiator, and
   b) Recommends that the curriculum initiator consult with an advisory committee or council if the curriculum proposal pertains to career or technical disciplines, and
   c) Recommends interdepartmental or divisional consultation if content overlaps another department or division
   d) Signs off on appropriate curriculum, signifying the above steps have been taken
4) Consults with the appropriate administrative vice president if any curriculum proposals have major programmatic implications or where potential conflict may arise
5) Ensures, at least o a five-year basis, the total division list of curriculum offerings is revised and that outdated courses/certificates are deleted. (Deletions can be slated as a consent calendar item).

Division Assistant/Other Division Clerical Support

Although practices may vary from division to division, all Division Assistants are provided the *Curriculum Development Guide* to assist division curriculum writers. Division Assistants, or other division clerical support, may assist in providing division curriculum initiators the curriculum proposal forms and making copies to be submitted to the Curriculum Committee.

Meeting Information

Faculty have many opportunities to present new curriculum and course modifications of existing curriculum to the Curriculum Committee, which meets weekly, every Tuesday from 2:00pm – 3:30pm during the fall, winter, and spring quarters (except for the first week and finals week of each quarter) in the Staff Development Lab. The Curriculum Committee does not meet during the summer quarter. As of Fall 2003, the General Education Review Committee jointly meet with the Curriculum Committee.

If a course is up for review, the Curriculum Committee Secretary will notify the Curriculum Initiator by email three to five working day in advance. The email will contain a meeting agenda with information on the meeting date, time, and location. It is mandatory that Curriculum Initiators attend the Curriculum Committee meeting to introduce his/her course. If the Curriculum Initiator is unable to attend the meeting, then the division curriculum representative must introduce the course. The Curriculum Committee will NOT review any courses without the presence of a Curriculum Initiator or division curriculum representative. Curriculum Initiators are taken in the order of arrival, but priority will be given to those who have to leave early to return to class or to teach a class.

Meeting Agenda and Minutes

The Curriculum Committee Secretary is responsible for creating and distributing the meeting agenda and materials each week. She will also attend the meeting each week to record and produce minutes on all agenda items that are discussed and voted on. Accuracy of the minutes are verified and confirmed by the curriculum committee when the minutes are reviewed and approved. Approved minutes are law, the Curriculum Committee will refer to the minutes for clarification in the event of questions on any topics or courses that were discussed and voted on.

*See the Curriculum Committee website (http://dilbert.fhda.edu/curriculum/) for this academic year's meeting agendas and minutes.

Proceedings of Meetings

The following processes and some of Robert's Rules of Order are followed in all joint Curriculum/GE Review Committee Meetings.

1. **Quorum:** A quorum (majority) of voting members is required to officially begin the business of the day in all CC/GE Committee meetings. The CC secretary notifies the Chair once a quorum has been reached.

2. **The order of business is** set each week per the following:
   a) Approval of today's agenda
   b) Approval of minutes from previous week
   c) Consent calendar
   d) Action Calendar
   e) Other Business

3. **Introduction of business** requires a motion and a second:
   a) To approve the day's agenda, after which the chair asks for any changes or deletions. If a member wishes to delete or move any agenda item, he/she makes that request and explains the reason, the chair then calls the question to approve the agenda. If the agenda is approved, and no items from the consent calendar were moved or deleted, the consent calendar stands, is not discussed, and is approved by virtue of the approval of the agenda.
   b) To approve the previous week's minutes, after which the chair asks for any changes or deletions, and then calls the question to approve the minutes.
   c) To put the action calendar on the table. This precludes having to call for a motion and second for every action item. However, each action item is voted on.

4. **Discussion (debate) and voting on action calendar items:**
   Once the action calendar is MSC (motioned, seconded, and carried), item by item come up for consideration and action. Discussion must be limited to the merits of the immediately pending item. (Side issues may be introduced as agenda items in subsequent meetings).

Curriculum Consensus Voting Process (Required and Recommended Changes)

The CC/GE joint committee utilizes a consensus process to vote on all curricula. During the discussion and review of each curriculum proposal, committee members will make comments about changes and indicate if they are technical cleanup, required or recommended changes. Whereas **all** "Technical Cleanup" items are automatically approved by the CC and must be adopted by the Curriculum Initiator, the latter two are voted on, and if approved by consensus, are listed in the CC minutes. All "Required Items" must be adopted, and the course outline must be changed to meet the requirements. "Recommended Items" are to be adopted at the discretion of the Curriculum Initiator and the division. If substantive changes are made to the course outline, the course outline must be brought back to the CC under the Action Calendar; otherwise it can be presented under the consent calendar.

The Curriculum Initiator has 2 working weeks to revise and resubmit the course outline to the Curriculum Office after the curriculum has been reviewed by the committee. If the 2-week deadline is not met, the consequences are that the curriculum will not be articulated nor printed in the catalog and schedule. In the event, the curriculum will have to be resubmitted to the CC for review as an action calendar item before the next catalog deadline and before the changes will take effect.

5. **Voting or "calling the question" on action items**:

Several outcomes may arise from the discussion of action items:

a) A voting member may make a motion for the Chair to "call the question", which requires a second. After such a motion, no debate or other is in order unless the Chair rules the motion out of order. However, members may make the right to make such modifications or even withdraw the motion entirely before the Chair calls for the vote. After the Chair has called the question, the mover can do neither without the consent of the committee members.

b) A voting member may make a motion to "table the item; the motion must be seconded. This motion takes precedence over all other subsidiary motions and incidental questions as are pending at the time it is made. The motion is undebatable and cannot have any subsidiary motions applied to it, nor can the motion be applied to anything but the pending action item undergoing consideration. It is assumed in Curriculum/GE meetings that a motion to table pertains to the day's proceedings, unless otherwise stipulated.

c) The Chair, having determined that discussion is completed, will ask if the committee is ready for her/him to call the question. If so, the Chair will call the question, asking for those in favor of, opposed to, or those abstaining. An oral vote is taken unless it is clear there is no major division in the votes, in which case a show of hands is called for and the number of votes is recorded.

d) Once the vote is taken, a voting member who has voted in favor of the issue, on the same day, may make a motion to reconsider the vote, or reconsider the vote and have it entered in the minutes. Such a motion, upon the discretion of the Chair(s), may require a revote.

6. **Adjournment with Unfinished Action Items:**
   If the meeting must be adjourned before the action calendar is fully addressed, the incomplete action items will be the first in order in the next week's action calendar.

7. **Other Business:**
   Will be conducted in the order as approved in the agenda and as time permits. Per the initiator of the request of the other business item, it will be repeated o the next week's agenda, unless the volume and priority of action items must take precedence.

CURRICULUM POLICIES AND GUIDELINES

Course Repeatability

To qualify as a repeatable class, the De Anza Curriculum Committee follows Education Code, Title V. Section 58161, which states that:

1. Any [lecture or lecture/lab] course having a repeatability factor must differ each time it is offered. e.g. Special Topics or Special Projects, or Family of Classes.
2. For lab courses, that the student who repeats it is gaining an expanded educational experience for one of the two following reasons:
   a) Skills or proficiencies are enhanced by supervised repetition and practice within class periods; or
   b) Active participatory experience in individual study or group assignments is the basic means by which learning objectives are obtained.
3. State apportionment for repeatable classes will not be given for more than six quarters.

Standard Statements to be used in Requesting Repeatability:

- Special Topics and Special Projects: "Any combination of (name classes)_____ may be repeated up to 6 times, not to exceed 18 units, as long as the topics/projects are different each time." Please note that Special Projects classes do not carry load.

- Family of courses: Courses that are considered within a "family" would include related courses, e.g. DANC 24L and DANC 24M, that presume a higher level of achievement at each level and have separate course outlines showing that fact. The standard statement will read: "Any combination of (name classes/suffixes) may be taken up to (at a maximum) 6 times for credit, not to exceed 18 units for the family of courses".

- Lab classes with skills enhancement: "Repeatable 6 times, not to exceed 18 units."

TBA Hour

TBA hour was created in response to the change that occurred in 2006-2007 when the system office (previously called the chancellor's office) decided that they would not allow 500 hours to be collected any longer. In order to comply with this ruling, the Curriculum Committee asked that everyone who had 500-hour courses or who had a TBA hour on any course outline to review those classes. TBA hours would be allowed, where appropriate, but had to have a specified place of occurrence.

To give you an example of how one class in biology worded this: "BIOL 6A: Four hours lecture, six hours laboratory, one additional hour to be arranged in the Science Center Resource Center". At the time we were working on this conversion, it was recommended that those areas with open labs or resource centers that had been tracking the student's use of the facility for 500 hours (either by computer or manual sign-ins) continue to do so! (the state may eventually ask for some form of documentation).

The areas appropriate for this TBA have staff present and resources that are funded out of the specified Division. Each Division covers the open resource type areas differently. TBA hours are NOT appropriate for all areas or classes!

It is important to remember as well that TBA hours in a course outline are not decided by instructor any more than are the course objectives. Every Division has a process where faculty write, submit, make recommendations and have final approval of course outlines in their areas before these are submitted to the Curriculum Committee. The use of a TBA hour should be a part of a group process. The approved course outline, to include all objectives and a TBA hour, becomes the contract between De Anza College and the state of California (and all of our articulation partners). We are saying that all students will have been taught these objectives and followed the TBA hour as per the course outline. (Academic freedom is in the how and to what depth these objectives are taught).

The individual faculty teaching the class does NOT incur any additional load. The student receives the help provided by the resource. For example the aforementioned class above, I have instructional associates assigned in the Science Resource Center. The biology faculty has provided input over the years for the resources we purchase and place in this Center and the instructional associates work to guide the students to the correct resources for each particular class. The staff, not instructors, also monitors the check in procedure to track, which students come in, and how much time students spend in the Center. This report is not distributed and it is passively colleted through the computerized system.

The system office has indicated that in addition to making sure that all courses with a TBA hour have a specified place for this hour, they want each faculty member's green sheet to reflect this additional expected hour. (This hour is in addition to the 'homework' hours normally expected). The green sheet is the contract between a specific faculty person and their students as to how they will be taught the course objectives and how they will be evaluated or held accountable in that specific class.

Both the Academic Senate and the Curriculum Committee will be involved in working out an appropriate way for faculty to phrase TBA hours on green sheets. **This adds NO additional workload for faculty. They will not be responsible for accounting for the students actually performing this hour.** The evaluative portion of this TBA hour is reflected within the student's performance on the instructor's examinations and evaluations.

As an example of how an instructor might write up the TBA hour for a biology class:

> "Each student will be expected to do an additional hour a week in the Science Center Resource Center; working on models, relief displays, using "Adam" (the anatomy computer program), and/or other resources available there to reinforce the assigned laboratory/lecture work for that week. This extra work will be reflected in the quizzes and examinations scheduled for this class."

This instructor is directing the student's TBA hour and accounting for how that hour is evaluated but is doing so with no additional workload. The purpose is to provide the student with more guided learning (and thus, we hope more success!) via the utilization of resources we have staffed and equipped to do so. Remember, how the green sheet wording gets implemented is a faculty decision.

Also, it is important to consider whether or not a TBA hour is appropriate. If your Division has no open resources for students and does not provide any instructional associates outside of normal classroom contact, then it is not appropriate unless another Division has a resource your

students could utilize. For example, the language lab or the reading/writing lab would be appropriate resources for several areas across many Divisions even though it might be Language Arts that funds and supports this resource.

More examples for the TBA hour on green sheets:
By direction from the systems office, the TBA hour's notation on the faculty green sheets have to be specific (as in place) and have to include something about evaluation.

I think most of the faculty in the Biology and Health Sciences Division currently have something like the following (from a nursing course):

> "TBA: There is one hour per week to be arranged (TBA) which you are expected to spend in the Nursing Skills Lab or Allied Health Resource Center."

The new directive from the systems office says, this is now too vague. They want information as to how this time is evaluated.

Some more suggestions using other nursing classes as examples:

1) Clinical Classes:
   "TBA: There is one hour per week to be arranged (TBA) which you are expected to spend practicing your skills in the Nursing Skills Laboratory. Your skills will be evaluated during scheduled skills testing."

2) Theory Classes:
   "TBA: There is one hour per week to be arranged (TBA) which you are expected to spend watching the assigned videos and/ or utilizing resources to prepare your group presentations in the Allied Health Resource Center. Material from the videos may be included on exam questions. Class presentations will be graded as per the directions provided by the instructor."

Course Hour and Units

HOURS:
Hours on the course outline should be stated in terms of hours per week based on a twelve-week quarter. The following criteria are to be used in determining units: hours of class work and types of instruction. Both the type of instruction and the expectation of outside-of-class work are equally important and should be obvious in the course outline.

- **Lecture**: **One unit of credit is given for each hour per week of lecture**.
  In a lecture class, the whole class is uniformly engaged in the academic activity (i.e., dissemination of information); for every hour of class, there is an expectation of two hours of work outside of class. (Title V: 55002: Carnegie Unit: A minimum of three hours of work per week including class time for each unit of credit")

- **Lecture-Laboratory: One unit of credit is given for each two hours per week of lecture-laboratory.** In a lecture-lab class, the whole class is uniformly engaged in an academic activity that integrates dissemination of information and guided, hands-on

experience; for every two hours of class there is an expectation of one hour of work outside class.

- **Laboratory: One unit of credit is given for each three hours per week of laboratory.** In a lab class, students work independently, with individual guidance from an instructor on a need or request basis (not uniformly); there is no expectation of work outside of the three hours of class.

- **TBA hours: Indicate where students will be completing the TBA hours.**

- **Total Hours: Express the total number of hours per week based on a twelve-week quarter.** NOTE: The hour is based on a state-recognized 50-minute hour; no scheduled hour may be less than 50 minutes. For scheduling purposes, all classes must have a ten-minute passing time.

UNITS: **Units (based on a twelve-week quarter).** A unit of credit is a quantitative measure assigned to courses. The most generally acceptable determinants of credit are student time invested, student competency reached, or course equivalent learning.

Degree and Non-Degree Applicable

Courses that are numbered in the range of 1 through 199 are degree applicable.
Course that are numbered 200+ are non-applicable.

The criteria to determine if curricula are degree applicable are provided below. Content criteria include standards of grading, unit allocation, and rigor. Credit Courses Appropriate for the Associate Degree:

- All lower division courses accepted toward the baccalaureate degree by CSUs and UCs or designed to be offered for transfer credit.

- Courses that apply to the major non-baccalaureate occupational fields.

- English courses not more than one level below the first transfer level composition course (EWRT 1A). No more than one such course can count toward the associate degree. [At De Anza, this level would include EWRT 100B, and ESL 24 and 72.]

- All mathematical courses above and including Elementary Algebra.

- Credit courses in English and mathematics taught in or on behalf of other departments, requiring entrance skills at a level equivalent to those necessary for the two bullets above.

See Title V California Code of Regulations CCR.T5 55002(a) for complete details on this issue.

Non-Credit Courses

Definition

Non-credit courses are offerings designed to meet the special needs and capabilities of those students who do not desire or need to obtain unit credit. These courses provide remedial, developmental, occupational or other educational opportunities of a general nature. All college non-credit courses must adhere to the state-mandated format as defined categorically under the Education Code, whereby state funding is authorized for nine specific categories as follows:

1. Parenting, including co-operative pre-schools, classes in child growth and development and parent/child relationships, and classes in parenting.
2. Elementary and secondary basic skills and other courses and classes such as remedial academic courses or classes in reading, mathematics and language arts.
3. English as a Second Language.
4. Citizenship for immigrants.
5. Educational programs for substantially handicapped persons.
6. Short-term vocational programs with high employment potential.
7. Educational programs for older adults.
8. Educational programs in home economics.
9. Health and safety education.

Nature of Courses Included in the Non-Credit curriculum:

- Are not graded;
- Have positive attendance;
- Have no repeatability limits.

Process:

The process for writing and submitting noncredit courses is the same as for credit courses, as described in this *Guide.*

General Education

De Anza General Education Courses General Education Statement of Philosophy--Adopted June 1999

In recognition of that which we value for ourselves, our students, our institution and the community we serve, the faculty of De Anza College affirm that the primary purpose of our general Education Program is to prepare students to live in and contribute to a complex, ever changing, diverse, and multicultural world. Toward that end, we are committed to providing student learning experiences meant to develop such abilities as to think critically, to communicate clearly and effectively—both orally and in writing—to use mathematics and technology practically, and to acquire good physical health. In addition, we will guide them in understanding the modes of inquiry of the major disciplines, and lead them through learning activities in the experience and appreciation of the creative arts, in understanding multicultural and diverse perspectives, and in achieving insights gained through experiences involving ethical and social issues. Throughout these learning experiences, we will guide students in their development of self-understanding and in the process of becoming life-long learners.

The General Education Program reflects our conviction that students must have knowledge about certain basic principles, concepts, and methodologies both unique to and shared by various disciplines. The faculty intend that the General Education Program will provide students with the knowledge and skills necessary to evaluate and appreciate the physical environment, their culture and other cultures, the contributions of both men and women, the society in which they live, and will help them connect various fields of knowledge in order to become active, vibrant participants in a diverse and global society.

Criteria for All General Education Courses

Ensuring that the spirit and intent of the Philosophy Statement is satisfied, every General Education course:

- Is designed to stimulate students to think critically.
- Presents core concepts that define the discipline systematically.
- Fosters the ability to think and to communicate clearly and effectively both orally and in writing.
- Teaches students how to access information in the discipline.
- Helps students achieve insights into ethical problems and develops the capacity for responsible decision-making.
- Includes diverse perspectives and contributions in the discipline and comparative treatments of issues related to gender, culture – both majority and minority- values, and societal perspectives.
- Is placed within a global and historical context.
- Includes the scope of the established body of knowledge within the discipline.

And in developing courses, those who propose General Education curriculum may address and include:

- The use of “real world” or “hands-on” applications, studio practice, performance, or artistic form/s as long as the concepts and theories that make up the core of the discipline remain the main focus.

- Multiple approaches appropriate to different sensory learning styles.
- Collaboration and teamwork within the culturally diverse context of the course

De Anza General Education Criteria Specific to Each of the Five Areas of De Anza General Education

(See the current catalog for a full listing of all DA GE courses)

To qualify as a general education course, courses must satisfy the above general GE criteria, as well as demonstrating that they will meet the following specific criteria in one of the following GE areas.

AREA A: Language and Rationality:

Includes courses in English composition (or ESL) requiring proficiency in reading and written expression and courses in oral communication (SPCH) and in analytical thinking (Educ/Math, EWRT, philosophy and in Speech). Courses in the area of Language and Rationality develop in the student college level reading and writing skills, effective communication, and logical problem solving skills. A course in Language and Rationality (to the extent existing in the discipline):

- Helps the student formulate and communicate ideas and analyze and solve problems in various symbol systems.
- Covers the principles and applications of language involving logical thought.
- Helps the student to understand and use clear and precise expression or computation.
- Develops the student's ability to critically evaluate types of communication.
- Teaches the student when to apply the appropriate technical, interpretive, or evaluative skills.
- Fosters an appreciation and an understanding of the modes of inquiry used in Language and Rationality.

AREA B: The Natural Sciences:

Includes introductory or integrative courses in the Biological and Physical Sciences, including anthropology, astronomy, biology, chemistry, geology, meteorology, physics, and other scientific disciplines. Courses in the natural sciences examine the physical universe, its life forms, and its natural phenomena. A course in the natural sciences (to the extent existing in the discipline):

- Develops in the student an appreciation and understanding of the scientific methods.
- Encourages an understanding of the relationships between science and other human activities.
- Develops the student's capacity to understand his or her relationship to the physical universe, its life forms, and its natural phenomena.
- Involves student's capacity to understand his or her relationship to the physical universe, its life forms, and its natural phenomena.
- Involves students actively in examining solutions to major problems and in projecting probable outcomes related to the natural sciences.

AREA C: Arts and Humanities:

Includes introductory or integrative courses in the arts and humanities, including arts, [visual and aural], dance, education, English literature, English writing, ESL, film/TV, foreign languages, history, humanities, intercultural and international studies, linguistics, music, philosophy, photography, religion, sign language, speech, theatre arts, and women's studies.

Courses in the arts and humanities study the cultural and artistic expressions of human beings. A course in the arts and humanities (to the extent existing in the discipline):

- Develops in the student an awareness of the ways in which people through the ages have responded to themselves and the world around them I artistic and cultural creation.
- Helps the student develop aesthetic and cultural understanding, ethical values, and an ability to make value judgments.
- Promotes an appreciation and an understanding of the modes of inquiry used in the Humanities.
- Teaches students how to examine values and issues in the arts and humanities and to project probable outcomes to problems related to the discipline.
- Teaches students through theory and practice to express themselves through artistic forms.

AREA D: Social and Behavioral Sciences:
Includes introductory or integrative survey courses in social and behavioral sciences, including anthropology, arts, business, child development, computer information systems, economics, environmental science, geography, film/tv, history, human development, humanities, intercultural studies, political science, psychology, social science, sociology, speech, and women's studies. Courses in the social and behavioral sciences focus on people as members of society. A course in the social and behavioral sciences (to the extent existing in the discipline):

- Encourages the student to study the methods of inquiry and the theories used by the social and behavioral sciences.
- Helps the student to understand how diverse peoples interact in response to their histories, societies, and behavioral traditions.
- Promotes the understanding of human history, society, cultures, organizations, and various social groups.
- Develops the student's understanding of how she or he relates to historical processes, social structures, institutions, and cultural traditions.
- Teaches the student to examine ideologies and practices from multiple perspectives.

AREA E: Physical Education, Development, and Performance:
Includes courses in physical education activities courses, adaptive physical education, and non-PE activity courses in Child Development, Health, Nutrition, and PE/Health. Courses in Physical Education, Development, and Performance involve structured psychomotor activity. A course in Physical Education, Development and Performance (to the extent existing in the discipline):

- Teaches the student skills and attitudes that will help him or her live a longer, healthier, and more productive life.
- Helps the student to move more effectively and efficiently.
- Fosters an awareness of the ways that people through the ages and in different cultures have developed exercise and movement experience.

De Anza G.E.:
Courses that meet De Anza College's G.E. Criteria and Area Descriptors may be proposed for De Anza G.E. status. As for Fall 2003, all GE courses will be submitted to the joint Curriculum/GE Review Committee members to consider and review the course outline's eligibility for De Anza GE status.

CSU G.E. Breadth:
Baccalaureate level courses that meet CSU's G.E. area criteria (see Appendix of the Curriculum Guide, CSU GE for G.E. area/sub-area designators) may be considered for CSU G.E. consideration. Courses supported by the De Anza's G.E. Review Committee as meeting these criteria are submitted mid-January for CSU review. If approved, the effective date that the course will have transfer status is the following academic year.

IGETC:
Courses considered for IGETC must be UC transferable. Courses supported by the De Anza's G.E. Review Committee as meeting IGETC criteria are submitted mid-December for CSU and UC review. If approved, the effective date that the course will have transfer status is the following academic year. (See Appendix for IGETC area/sub-area designators.)

See Title V 5505 for explanation on the eligibility for CSU and IGETC G.E. status.

Q. What happens if a course is denied IGETC and/or CSUGE breadth statuses?

A. For any courses that are denied CSUGE and/or IGETC status, the Articulation Officer suggests the curriculum initiator first review the criteria for transfer GE. If the course seems appropriate for GE, the initiator should make an appointment to meet with the Articulation Officer to discuss possible ways to adjust the course and the outline to meet the criteria. Initiators, departments, and divisions should also look at the big picture and consider if the course is being used for a certificate/degree or towards major prep, and not focus on just the GE aspect of the course. The course might be narrow in focus because it was meant to be part of a major. The Articulation Officer is available by appointment.

Distance Education

Definition of Distance Education:
Distance Education courses are courses or sections in which the instructor and student are separated by distance and interact through the assistance of communication technology (Title 5, Sect. 55370). Students will not be required to attend daily or weekly classes at De Anza or one of its off-campus sites other than for prescribed orientations, teacher conferences, and/or testing sessions. The delivery may be by video, live broadcast, on-line instruction, or other approved technology-mediated delivery.

Curriculum Course Review and Approval:
"Each proposed Distance Education course, including new courses or courses previously approved in a traditional format, shall be separately reviewed and approved according to the district's (De Anza's) course approval procedures (Title 5, Sect. 55378.)"

In addition to the standards of all course outlines, the Curriculum Committee will review each Distance Education course for the following elements, to be described in the "Approval of Distance Education Delivery" form:

1. Course Status/Standards of Course Quality: The same standards of course quality shall be applied to distance education courses as are applied to traditional classroom

courses (Title 5: Sect. 55372) Determination of quality shall be made with the full involvement of the faculty in the appropriate discipline (and other disciplines, if interdisciplinary in nature (Title 5: Sect. 55374) and by a full Curriculum Committee review.

2. A rationale for the new delivery system;
3. The delivery method and percentage of modality in which information is transferred;
4. The nature of the training required for an instructor to use the proposed mode of delivery;
5. A description of how students will interact with each other and the instructor;
6. Effective Student Contact: See the following Title 5 direction: "All approved courses offered as distance education shall include regular effective contact between instructor and students through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, email, or other activities (Title 5, Sect. 55376, amended 1998.)" Please request to see a copy of "Guidelines for Good Practice: Effective Instructor-Student Contact in Distance 'Education" (Acad. Senate, 1999) located in the Distance Education Office.
7. Consideration of issues of access for students with disabilities.
8. The availability of resources and/or technical support for faculty and students.
9. A description of the involvement of other faculty in the discipline who designed this course.
10. Signatures of appropriate faculty and administrators who recommend approval of the course.

Course Numbering: Prefixes, Number, and Suffixes

PREFIXES:
The course prefix is a four-letter designation for the academic subject area in which the course will be offered, i.e., F/TV, DANC, MATH, etc. The prefix/es will be consistently used in the catalog and schedule of classes. If possible, the course prefix should correspond to equivalent courses offered at the state universities.

COURSE NUMBER:
(Indicating credit status and transfer status)

- **Baccalaureate Status**: Before determining a course number, first consider if the course is a baccalaureate course. Refer to the definition of a baccalaureate course in the Appendix of this Guide and consult with the Articulation Officer on our campus.
- **UC transferability**: **Courses numbered 1 through 49 indicate transferability to the University of California system.** However, this numbering cannot be assigned to new courses until the articulation agreement has been made with UC by the Articulation Officer. Therefore, check the proposed UC transfer status on no. 12 of the cover sheet and use a number from 50-99. The Articulation Officer will notify you of the articulation status and work with you to designate a new number between 1-49 when approved.
- **CSU transferability**: **Courses numbered 50 through 99 are transferable to the California State Universities.** (Note: If the course is both UC and CSU transferable, the course may be numbered 1-49, after articulation agreements are arranged. Please see the UC transferability explanation above.)

- **Nontransferable: Courses numbered 100 and above are nontransferable.**
- **Non-Degree Applicable: Courses numbered 200 and above are non-degree applicable.**
- **Non-credit: Courses 500 and above are noncredit.**

SUFFIXES:
An alphabetic suffix may be added to a course number to add the following information:

- Suffix letters A-F identify closely related sequential courses.
- Suffix letters G-V identify courses considered as modular courses or courses covering related, non-sequential material.
- Suffix letters W, X, Y, Z are appended to identify course variations that carry different credit values form the basic course. For example, CHEM 40, the basic course for 1 unit has no suffix. (Numbers with no suffix designate the lowest unit value.) CHEM 40 has Special Projects classes, so suffixes are appended to CHEM 40, namely, CHEM 40X for 2 units and CHEM 40U for 3 units. Each suffix designates progressively more units.

REUSING A COURSE NUMBER:
A course number cannot be reused until it has been dead for 5 years, this is in place to reduce confusion. Please check with the Curriculum/Catalog Coordinator before using a dead number, or if you need a number for a new course.

UC and CSU Transferability

Non-Transferable:
Courses that focus on the acquisition of immediate technical skills and those that treat the subject matter with an intensity and pace similar to that found at the secondary level are generally considered non-transferable to baccalaureate institutions. These courses must be numbered 100 or higher.

CSU (Baccalaureate Level):
Courses that meet the four established criteria in the Appendix "Baccalaureate Level Courses" of the Curriculum Guide are considered eligible for baccalaureate level, thereby attaining CSU transfer status. (This status may be challenged by the CSU system at any time). Courses determined to be baccalaureate level are numbered 50-99.

UC:
Eligibility for UC transfer status of course is determined by the UCs. Courses are submitted for UC review once a year. (De Anza courses are reviewed in July/August.) Courses that are UC transferable must be numbered 1-50. The basic criteria UC uses to determine the transferability of community college course to its system are:

- The course should be comparable to one offered at the lower division level at any one of the UC campuses, and

- 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.

Cross-Listed Course

A course may be cross-listed under more than one department and/or discipline in the college. Students may only take one section of a cross-listed course for degree credit. Cross-listed courses are indicated with a statement within a course description of a course in the Course Catalogue and Schedule of Classes. For example:

> The course description for Intercultural Studies will state, "Also listed as Speech 7. Student may enroll in either department, but not both, for credit.").

Cross-listed courses may share the same course number (ex. ICS 7 is cross-listed with SPCH 7), however this is not always the case (ex. Intercultural Studies 14 is cross-listed with Film/Television 48.).

Cross-listed course(s) shares the same course title, units, hours, course description, transfer and degree status, general education status, and is taught at the same time, by the same instructor, and in the same location.

All cross-listed courses have a "primary department", which is the department initiating the course and holding the faculty load (pay calculation). All other cross-listed departments have no faculty load associated with it, however, will carry the budget code of the "primary department". Cross-listed courses share exactly the same course description, with the exception of the department code, possibly the course number, and the "Also listed as..." statement.

Divisions and/or departments wishing to cross-list a course should seek guidance from the college's Curriculum Advisory and General Education Review Committee regarding interdivisional.

Bloom's Taxonomy of Educational Objectives

Writing Measurable Objectives

Using Bloom's Taxonomy of action verbs or more examples from the list below, you can demonstrate how critical thinking is required and developed in meeting the objectives of the class. When writing your objectives (Part II and V) and subsequent sections on assignments (Part VI) and methods of evaluating objectives (Part VIII), consider the following questions:

1. **Identify the outcome desired or the acceptable evidence that the learner has achieved the objective.** (Used in Part II and V of the course outline.)
   All measurable learning objectives should make use of action verbs. Starting with a suitable action verb, write the desired outcome for the learner. (The following action verbs are suitable for use in many different learning objectives.)

activate	cooperate	indicate	rearrange	update
adjust	coordinate	inspect	reconstruct	verbalize
aid	create	institute	record	verify
analyze	decrease	instruct	recruit	write
apply	define	insert	reduce	
arrange	deliver	introduce	remove	
articulate	demonstrate	investigate	reorganize	
assemble	describe	lengthen	repair	
assist	design	limit	replace	
build	detect	list	report	
calculate	develop	locate	reproduce	
categorize	direct	maintain	research	
change	distinguish	match	restructure	
check	display	modify	review	
collect	devise	monitor	revise	
combine	edit	motivate	rewrite	
communicate	establish	observe	select	
compare	estimate	participate	separate	
compile	evaluate	perform	simplify	
complete	expand	permit	structure	
compose	explain	place	summarize	
compute	identify	plan	supervise	
conduct	illustrate	process	survey	
construct	implement	produce	train	
contrast	improve	provide	translate	
convert	increase	prepare	transfer	

2. **How will it be accomplished?** (Used in Part VI-Assignments)
   Selecting a combination of words or phrases listed below may help you describe how the objectives are to be accomplished.

actual experience	observations
adaptation	one-to-group sessions
applying new/current skills	organizing information
arranging	participation
assisting	planning practice
attending meetings & workshops	recording
case studies	research
consultations	review
correspondence	scheduling
decreasing errors	seeking information
demonstration	seeking input
development	seeking feedback
experience	sorting
field research	surveying
following policies & procedures	the use of a journal or report
gathering information	through analysis
increased productivity	updating
increased product knowledge	using display techniques
increased understanding	visitations
increased communication	workouts
increased awareness	interpreting
investigation	learning new skills
making additions	making corrections
maximizing accuracy	

3. **How will the objectives be measured?** (Used in Part VIII-Methods of Evaluating Objectives)

   TO BE EVALUATED BY INSTRUCTOR BY MEASURING...

Accuracy	Observation	Demonstrations
Oral Reports	Discussion	Participation
Practical application	Proficiency level testing	

Bloom's Taxonomy

The following figure shows levels of thinking according to a system called Bloom's Taxonomy of Educational Objectives (Bloom, 1956*).* This taxonomy shows how people make sense of the world based on what they already know by connecting new information with information that they already have. All people process information—make the connections—at many different levels. Thinking at each level depends on and involves thinking at the levels below it.

			Critical Thinking		
					Evaluation
				Synthesis	
Knowledge Define List Name Recall Record Relate Repeat Underline	**Comprehension** Describe Discuss Explain Express Identify Locate Recognize Report Restate Review Tell Translate	**Application** Apply Demonstrate Dramatize Employ Illustrate Interpret Operate Practice Schedule Shop Sketch Use	**Analysis** Analyze Appraise Calculate Categorize Compare Contrast Criticize Debate Diagram Differentiate Distinguish Examine Experiment Inspect Inventory Question Relate Solve Test	Arrange Assemble Collect Combine Compose Conclude Construct Create Design Formulate Organize Plan Predict Prepare Propose Set up Summarize	Appraise Assess Choose Compare Estimate Evaluate Judge Measure Rate Revise Score Select Value

Considering Multicultural Content in your Course Outlines

To be able to adequately address our diverse student populations in curriculum development, it is important to include multiple perspectives in course outlines. Consider the following questions when developing your course curriculum:

1. **What contributions have people from different groups made to this area of study?**
   Explanation: Are there major contributors to this area of study from people of marginalized groups who have typically been left out?

2. **Does this course help students understand the multicultural context of society?**
   Explanation: Traditional curriculum often avoids addressing controversial issues and does not help students to better understand the social processes that have made the world what it is.

3. **How does this area of study impact different groups of people differently?**
   Explanation: People from different groups may have different experiences with the topic studied, so the perspective taught in the course should be sensitive to and address some of these differences.

4. **Are questions being posed in ways that exclude?**
   Explanation: Many academic disciplines are structured around the experience of dominant groups as the center of study and push the experiences of others to the margins. How can the curriculum be more inclusive?

5. **What have scholars who are interested in challenging marginalization in this area of study said about how it should be studied?**
   Explanation: For the past twenty years people from many marginalized groups have made many contributions to most fields of study and have suggested ways in which these fields can be transformed. The work of these scholars should be incorporated into curriculum proposals.

Suggestions for how to approach answering these questions:

- Consider where in the course outline it would be most appropriate to address multiple perspectives: the course objectives and content, the assignments and/or the methods of evaluation.
- There are many people who can serve as resources on campus: the Curriculum Facilitator, your division Multicultural Resource Representative, people in Intercultural Studies or Women's Studies, and/or the Multicultural Resource Librarian.
- Find a multicultural bibliography for the area/course you are working on.
- Consult your disciplinary associations for multicultural resources related to your field.

Examples of Existing Curricula That Incorporate Multicultural Content

WITHIN OBJECTIVES:

Ex: Examine the perspective of Yoga in a historical context from the 4,000 year-old human tradition.

Ex: Examine historical and cultural traditions of public speaking in both domestic and global contexts and their impact on our views, beliefs, and practices related to speaking in public.

Ex: Investigate, as applicable throughout the course, how mathematics has developed as a human activity around the world.

Ex: Identify socio-cultural dimensions of literature, including social, political, and economic influences on the "production" (writing), distribution, and "reception" (reading) of literature and apply these to the analysis of selected literary works.

Ex: Discuss and analyze experimental film productions in the representation of race, ethnicity, gender and sexuality.

WITHIN EXPANDED CONTENT**:**

Ex: Compare cultural differences in Yoga

1. Understand how Hatha Yoga has evolved.
2. Examine the 6 schools of Indian Philosophy.
3. Examine and compare Yoga paths such as Karma, Bhakti, Jnana, Mantra, Kundalini and Tantra.

Ex: Examine historical and cultural traditions of public speaking in both domestic and global contexts and their impact on our views, beliefs, and practices related to speaking in public.

1. Examine how contributions of women and minorities have broadened and deepened traditional views of public speaking.
2. Compare diverse western and non-western philosophies and approaches to public speaking such as traditional informative and persuasive speaking compared with story-telling and narrative approaches. (*Note how the use of "such as" in the above description helps to clarify the multicultural content).*

Ex: Investigate, as applicable throughout the course, how mathematics has developed as a human activity around the world. Among the activities that may be used are:

1. Investigate the use and development of numbers and algebraic concepts throughout history. Some possibilities are:
   a. Explore the use and development of 11: by various cultures.
   b. Investigate the development and use of rational and irrational numbers by various cultures.
   c. Investigate the development of algebra in ancient times.

Ex: Analyze the way constructs of "difference" impact educational equality and success.

1. Discuss favoritism and negative judgments on the part of teachers (Weisglass).

2. Discuss student preparation and differences in cultural contexts that influence preparation.
3. Discuss the implicit and explicit rules of power in the classroom (Del pit and Fanow).

Ex: Examine the scientific method and the features of science as a process, while evaluating the role of science in society and the contributions made by women and men of diverse cultures and times.

1. Discuss the use of scientific method and the development of testable hypotheses, as applied to investigations in biology:
   a. the scientific method as a tool of inquiry
   b. historical development of scientific knowledge; effects of religious doctrines and cultural beliefs. c. Cultural, race, and gender factors affecting the choice, development and funding of research
2. Exploration of biology in the context of cultures and society
   a. Biological processes and their role in shaping culture and behavior
   b. Relevance and application of biological knowledge to issues of social interest or impact, such as cloning or conservation and biodiversity. *(Note how the use of "such as" in the above description helps to clarify the multicultural content).*

WITHIN ASSIGNMENTS:

Ex: Writing--Student will compose written critiques of videos relating to different styles of Yoga.

Ex: Class participation which includes collaborative activities and mathematical problem-solving exercises incorporating "real-life" diverse examples, such as loans made to small businesses by ethnicity or problems dealing with AIDS cases in Santa Clara County.

Ex: Readings from a variety of culturally diverse texts (see reference list) and two analytic papers critiquing the literary works according to the socio-cultural dimensions discussed in class.

Ex: Critical analysis and discussion of scientific papers including papers of current and cross-cultural interest.

* The above guidelines were prepared using resources from Cynthia Kaufman, Women's Studies Instructor at De Anza College and actual curriculum utilized at De Anza College.

Curriculum Catalog Deadline

All courses must be revised every 5 years. Failure to take action on a course that is due for 5-year revision will result in the course being deleted from the De Anza College course catalog. De Anza College catalog deadline dates typically fall in November or early December each academic year, see the Curriculum Committee website, http://dilbert.fhda.edu/curriculum/, for this academic year's catalog deadline dates. For a new or revised course to make the catalog deadline date and be included in the appropriate catalog year, the Curriculum Initiator must have the course in the Electronic Curriculum Management System (ECMS) **and** submit all forms with required signatures by the deadline date. If you failed to complete both tasks, it means you've missed the catalog deadline date, and your course will go into the following year's catalog.

June 20, 2006 Curriculum Committee Minutes…

"Experimental" Courses - Policy Change (Beginning Implementation in Spring 2006)
The curriculum committee removed the "new experimental course" and "experimental course to permanent" options so that all such courses in the future be submitted as "new courses". Taking such an action does not remove any existing rights or privileges from curriculum initiators or divisions/departments. As with the previous option, new courses can still be created and offered after the catalog deadline has passed, but the courses would not be printed in the upcoming catalog, but published only in the subsequent catalog. Thus, courses may be created and offered after a catalog deadline has passed in order to meet industry needs, student needs, software updates, etc.

New courses that are for GE, transfer prep (course-to-course articulation) or UC transferable are considered catalog-deadline sensitive (CDS) as they are not applicable for UC, CSU and GE status unless they are published in the college catalog. Note: Students cannot petition with UC for credit before a course is approved for transfer and cannot petition with CSU/UC to be awarded GE credit before it is approved for CSUGE or IGETC. Therefore, initiators who submit new courses to the curriculum committee that fall into this CDS category will be discouraged from having a mid-year start date and will be encouraged to make the course effective the following fall quarter so the course has adequate time to go through the proper articulation and approval channels.

Curriculum Policy formalized and to be implemented beginning 06-07:
Course outlines will be revised on a 5-year revision cycle. Every spring, the curriculum office will provide a list of courses up for review the following year and the catalog deadline dates. Initiators should work with their division curriculum representatives to ensure that the course outlines and the necessary forms are completed and submitted by the deadline.

Course outlines that are not revised after 5 years will be deleted from the college catalog. (Note: Divisions/departments may NOT offer a course if deleted from the catalog). Under extenuating circumstances, divisions/departments may request up to a one-year extension to the 5-year review cycle. In order to request an extension, a memo must be submitted to the curriculum committee with the request and indicate the reason request is being made. Upon approval of the request, the division will be granted an extension, but will be expected to submit the revised course outline by the following year's catalog deadlines, or have the course deleted from the catalog.

Once a course is deleted from the catalog, it may not be offered during the following academic year. Every department/division has the opportunity to reinstate any deleted course by revising and

updating the course outline and submitting it as a "new course" to the curriculum committee for review and inclusion in a subsequent catalog year.

Conditional Approval and Final Version

Curriculum Consensus Voting Process (Required and Recommended Changes)
The Curriculum Committee/General Education joint committee utilizes a consensus process to vote on all curricula. During the discussion and review of each curriculum proposal, committee members will make comments about changes and indicate if they are technical cleanup, required or recommended changes. Whereas **all** "Technical Cleanup" items are automatically approved by the CC and must be adopted by the Curriculum Initiator, the latter two are voted on, and if approved by consensus, are listed in the CC minutes. All "Required Items" must be adopted, and the course outline must be changed to meet the requirements. "Recommended Items" are to be adopted at the discretion of the Curriculum Initiator and the division. If substantive changes are made to the course outline, the course outline must be brought back to the CC under the Action Calendar; otherwise it can be presented under the consent calendar.

The Curriculum Initiator has 2 working weeks to revise and resubmit the course outline to the Curriculum Office after the curriculum has been reviewed by the committee. If the 2-week deadline is not met, the consequences are that the curriculum will not be articulated nor printed in the catalog and schedule. In the event, the curriculum will have to be resubmitted to the CC for review as an action calendar item before the next catalog deadline and before the changes will take effect.

Using ECMS for Course Revision and Course Creation

The Electronic Curriculum Management System, also known as ECMS, is an in-house application that was developed by De Anza College webmaster, Bradley Creamer. ECMS has three subsystems: (1). Course Outline Search, (2). Edit/Create Course Outline, and (3). Footnote Entry. The Curriculum processes will only utilize the Edit/Create Course Outline subsystem, which allows the user to revise an existing course outline and/or create a new course outline in addition to viewing and printing existing course outlines. The Edit/Create Course Outline subsystem was created to help facilitate the curriculum writing processes and to amass all course outlines in a central location.

In order to access and use the Edit/Create Course Outline subsystem of ECMS you must be a De Anza College staff or faculty, and must have all of the following required items:

1. FHDA email account.
2. ECMS account (username and password).
3. Mozilla Firefox internet browser.
4. High speed Internet connection.

If you do not have any of the listed required items contact the following offices:

- To get an FHDA email account and/or install the Firefox Internet browser installed on your work computer contact ETS:
  Phone: (408) 864-8324 Email: techhelp@fhda.edu.

- To get an ECMS account contact the Curriculum Office:
  Phone: (408) 864-8379 Email: ecmsadmin@fhda.edu.

On March 20, 2007, the Curriculum Committee passed a ruling requiring all course revisions and creations be done through ECMS, effective Fall 2007.

> March 20, 2007 Curriculum Committee minutes…
>
> Discussion - The CC/GE Review Committee Faculty Co-chair (A. Khanna) informed the committee that we were moving ahead with the development of the college's ECMS. She requested the advice of the committee as to when we should phase faculty/curriculum initiators into using the system as a requirement in the curriculum process for submitting courses. The committee agreed that we should make this effective in the Fall (2007).
>
> The committee discussed possible "perks" for curriculum initiators who used ECMS (ex. Professional growth, prizes, training completion certificates, etc.). Most committee members agreed that "perks" would be a great incentive, however, this should not be an on-going deal, and curriculum initiators would need to come to the realization that this is a mandatory part of the curriculum process. This discussion will continue next quarter.
>
> Approved Curriculum Consensus Vote Items - It was M/S/C (D. Pierce/R. Splitter) that creating new and/or revising course outlines had to be done in ECMS by all curriculum initiators beginning Fall, 2007.

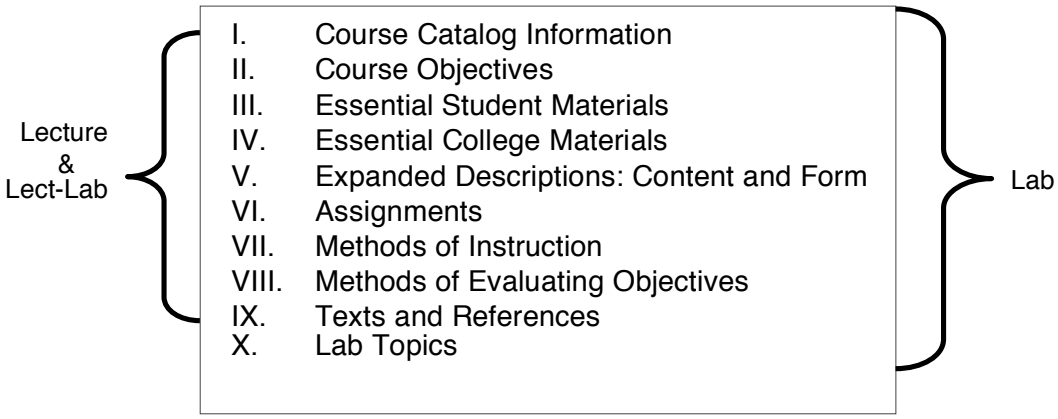
The Curriculum Office will make it a top priority to enter the course outlines of courses that are due for 5-year review in ECMS before the fall quarter the courses are due for review. Please contact the Curriculum Office if your course is due for 5-year review and it is not in ECMS or if you would like your course inputted in ECMS so that you can get a head start on the revision process.

* See the Curriculum Committee website (http://dilbert.fhda.edu/curriculum/) for information on ECMS training and ECMS user manual.

COURSE (CREATION & REVISION) – PROCEDURES & FORMS

Course Outline Format Overview

All lecture and lecture-lab course outlines must have nine topics (Topic I through Topic IX); and all lab courses must carry an additional topic, Topic X. The course outline headings, for example "Course Catalog Information" for Topic I, are not editable; the headings are pre-named by the Curriculum Committee in accordance with Title V language.



Course Outline Format Explanation

I. Course Catalog Information

- The information provided in Topic I is available both on-line and in the printed course catalog and quarterly class schedule. Please be sure to complete all fields in ECMS for this section. Accuracy is important. Contact the Curriculum/Catalog Coordinator if you have any questions.
- This topic contains the following information (* is not a required item, it is dependent on the course):
  1) Department (course prefix)
  2) Course Number
  3) Course Title
  4) Units
  5) Degree Applicable Status
  6) Credit Status
  7) GE
  8) Grading
  9) Effective Quarter and Year (this refers to the catalog year)
  10) Hours Per Week According to Type of Presentation
  11) *Requisites (Does the course have a prerequisite, co-requisite, and/or advisory? If so, indicate them.)
  12) *Repeatability (If course is repeatable, select from the list of standard repeatability statements in ECMS).

*See the Curriculum Committee website (http://dilbert.fhda.edu/curriculum/) for sample course outlines from various academic divisions.

13) *Cross-Listing (Is the course cross-listed with another course(s)? If so, indicate them under “Also Listed As” field in ECMS.)

14) Description (Provide a brief description of the course, stating to the student or other institutions the course's key content areas. Be descriptive and specific. Do not include information about teaching methods and procedures not directly related to course content. Avoid using words and phrases such as "This course...", "Introduction to...", or "Survey of..." If background courses or experiences are desirable (but not requisites or advisories), list them in the description. An example of a good catalog description follows: "Development and execution of short, single-camera-style projects focusing on the skills of directing and editing.")

II. Course Objectives

- Topic II is not editable; all creations/changes must be done in Topic V in ECMS. The course objectives in Topic II and Topic V must be exactly identical.

- List desired outcomes in behavioral or performance terms based on Bloom’s Taxonomy of Educational Objectives, i.e., what a successful learner is able to do upon completion of the course (not what you are going to do.) These objectives should be quantitatively measurable in terms of the students’ performance.

- Beginning each objective with an action verb, such as those found in Bloom’s Taxonomy, that best describes what the learner will do when demonstrating achievement of that objective upon completion of the course. While instructors may vary in their approach to course material, the department as a whole should specify abilities or competencies expected of all students in the course.

- For degree-applicable courses:
  - Specify objectives that require students to think critically and to apply concepts taught in the course in new ways and that include multiple perspectives to new situations.
  - For G.E. courses, specify objectives that illustrate G.E. criteria.

  Examples**:**

  Compare and contrast the doctrines, forms and practices of Judaism, Christianity, and Islam, with an ability to discuss and explain how similar and different issues are dealt with by each religion.

  Interpret test equipment readouts and troubleshooting data in testing and diagnosing machine systems, hydraulic systems and control systems data.

  Examine, analyze and compare multicultural and global perspectives of....

  Evaluate internal forces in a beam and draw shear and bending-moment diagrams.

*See the Curriculum Committee website (http://dilbert.fhda.edu/curriculum/) for sample course outlines from various academic divisions.

III. Essential Student Materials

List only special purpose materials essential to the successful completion of the course by the student. Typically, these are materials not normally purchased for general classroom use. Example: "Raw film and photographic paper for courses in photography." If none is required, indicate "None."

IV. Essential College Materials

List only special purpose facilities or a particular type of classroom that is required. Example: "Dark room, drafting tables, special computer hardware or software, or presentation equipment." If none is required, indicate "None."

V. Expanded Descriptions: Content and Form

- Outline the course content, including essential topics, major subdivisions, and supporting details. An example of such a form outline follows:

V. Expanded Descriptions: Content and Form
- A. Major topic
  - 1. Subdivision
    - a. Support
    - b. Support
  - 2. Subdivision
    - a. Support
    - b. Support
- B. Major topic (etc.)

- Course objectives listed in Topic V must be duplicated in Topic II.

- Topic V expanded description must show the relationship between course objectives and the content/means of accomplishing those objectives. Use **full sentence descriptions** and
  a. Show logical relationship of ideas between learning objectives and content
  b. Ensure depth and coherent development of content
  c. State the course content in terms comprehensible to colleagues
  d. Along with the content, incorporate use of "such as" examples to provide depth and support to topics covered in the course outline.

VI. Assignments

- List typical assignments required outside of class involving reading and/or writing, including demonstrations of ability to use symbol systems *(*logic, math, music) or to apply skills—and any other activities. These assignments should reflect the department's minimum expectations for students and serve as a guide for faculty in developing their own syllabi. Degree-applicable courses must include tasks/assignments that require students to think critically and apply concepts taught in the course.

*See the Curriculum Committee website (http://dilbert.fhda.edu/curriculum/) for sample course outlines from various academic divisions.

- Examples:

Reading:

Required readings from texts
Chapters 1-9, 15, 16 in required text
Assignments from text, lab manual
Scientific American Reprints
For any one class assignment, a 20 page selection from primary source material and/or chapter from text

Writing:

Research paper of five pages, using 7 sources
5 Lab reports
Paper reacting to photo exhibit
Essays requiring critical analysis of primary materials

Other:

Two field trips
Problem-solving activities using applications software
Viewing video materials

VII. Methods of Instruction

Identify examples of instructional methodology. Methods of instruction may include, but are not limited to, the following:

- Lecture and visual aids
- Discussion of assigned reading
- Discussion and problem solving performed in class
- In-class essays
- In-class exploration of Internet sites
- Quiz and examination review performed in class
- Homework and extended projects
- Field observation and field trips
- Guest speakers
- Collaborative learning and small group exercises
- Collaborative projects
- Laboratory experience which involve students in formal exercises of data collection and analysis
- Laboratory discussion sessions and quizzes that evaluate the proceedings weekly laboratory exercises

VIII. Methods of Evaluating Objectives

- Procedures for evaluating student performance should measure the degree to which the student achieves the course objectives stated in Part II of the course outline. Methods of evaluation must be consistent with the course objectives and provide an appropriate means to measure achievement of the objectives. For course objectives that involve skills and the "ability to do things", evaluated by observation of performance, state the level of competency required. Methods of evaluation must include a final evaluation procedure (i.e. a final examination).

*See the Curriculum Committee website (http://dilbert.fhda.edu/curriculum/) for this academic year's curriculum catalog deadline dates.

- For degree-applicable courses, grades must be based on demonstrated proficiency in the subject matter and the ability to demonstrate that proficiency, at least in part, by means of:
  - Substantial writing assignments, including essay exam(s), written homework, research paper(s), laboratory or reading report(s) OR
  - Computational or non-computational problem solving exercises, including exam(s), laboratory report(s), fieldwork, homework problems OR
  - Skills demonstrations, including class performance(s), fieldwork, performance/proficiency exam(s).

IX. Texts and References

- Specify texts and references or list texts and references that the department has evaluated and determined to be representative of kinds of college level materials appropriate for the course. When necessary, indicate the basis for assessment (i.e., primary source, standard text, readability analysis). Cite the course text using this format:

  Author (last name, first name). "Complete title". City of publication: Name of Publisher, Date published.

  Example: Cleanth, Brooks and Robert P. Warren. "Understanding Fiction". New York: Appleton- Century-Crofts, 1999.

- Star (*) the primary text/s., and list supporting references using the format cited above. **Arrange multiple listings in alphabetical order, citing the author's last name first**. Where possible, references and texts should reflect currency in discipline, gender, and global and multicultural perspectives.

X. Lab Topics

This section is required for all courses with designated lecture hours **and** lab hours. This is NOT required for lecture/lab or stand-alone lab courses.

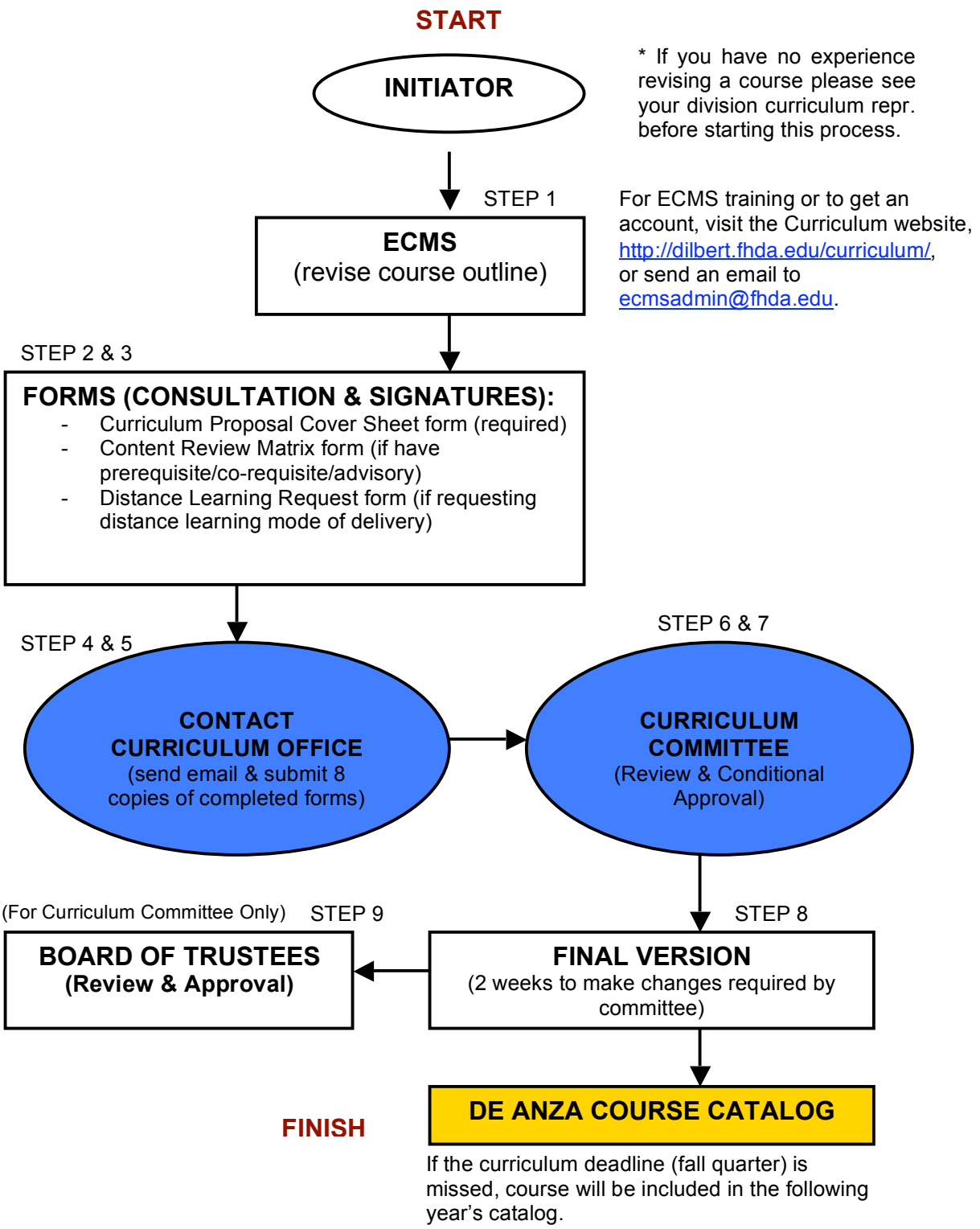
EXAMPLE COURSE: BIOL 5 (Biology of Birds)

X. Lab Topics

May include, but are not limited to, the following:

A. Exterior Anatomy: how to identify birds
B. Adaptive Anatomy: feathers, beaks, feet, wing shape, coloration
C. Vocal & Visual Communication
D. Origins and Classification: what is the evidence?
E. Diversity: Non-passerine Families
F. Diversity: Passerine Families
G. Field Trips (6 Labs)
   1. Town Birds: filed techniques for identifying birds
   2. Forest and Chaparral Birds
   3. Marsh and Water Birds
   4. Studying Birds Behavior
   5. Studying Bird Populations & Ecology
   6. Field Identification Quiz

Course Revision – Diagram of Processes (start to finish)



*See the pages that follow for complete details on the steps indicated in the diagram.

Course Revision – Forms & Explanation of Procedures

If you are a new Curriculum Initiator please see your Division Curriculum Representative before starting the course revision process. All courses must be revised every 5 years. Failure to take action on a course that is due for 5-year revision will result in the course being deleted from the De Anza College course catalog. Please see "Curriculum Catalog Deadline Dates" for complete detail.

De Anza College catalog deadline dates typically fall on November or early December each academic year, see the Curriculum Committee website, http://dilbert.fhda.edu/curriculum/, for this academic year's catalog deadline dates. For a course to make the catalog deadline date and be included in the appropriate catalog year, Curriculum Initiator must have the course in ECMS **and** submit all forms with required signatures by the deadline date. If you failed to complete both tasks, it means you've missed the catalog deadline date, and your course will go into the following year's catalog.

Directions:

1. **Revise your course outline through the Electronic Curriculum Management System (ECMS)**
   - The Electronic Curriculum Management System, also known as ECMS, is an in-house application that was developed by De Anza College webmaster, Bradley Creamer. The *Edit/Create Course Outline* subsystem of ECMS allows the user to revise an existing course outline and/or create a new course outline, in addition to viewing and/or printing an existing course outline. This subsystem was created to help facilitate the curriculum writing processes and to amass all course outlines in a central location.
   - ECMS requirements: (1). FHDA email account, and (2). Firefox internet browser.
   - Contact the Curriculum Office if you need an ECMS account and/or ECMS training.
   - If your course outline is not available in ECMS please contact the Curriculum Office (ecmsadmin@fhda.edu) to input it in the system.

2. **Complete the following forms** (forms can be downloaded from the Curriculum Committee website, http://dilbert.fhda.edu/curriculum/):
   - Curriculum Proposal Cover Sheet (required)
   - Content Review Matrix (if there is a course prerequisite/advisory, one form for each prerequisite/advisory)
   - Distance Learning Form (if requesting distance learning)

3. **Obtain the required signatures on the forms:**
   - Division Curriculum Representative
   - Division Chair and Division Dean
   - Matriculation Officer (if have course prerequisite/advisory)
   - Distance Education (if distance learning)
   - Interdisciplinary department (if cross-listed or similar)

4. **Send an email to the Curriculum Office** (ecmsadmin@fhda.edu) with the following information in the email:

> **TO:** _____
> **FROM:** _____
> **SUBJECT:** ECMS Course Outline Complete: Course #
>
> **BODY:** The following course is now complete in ECMS and ready for CC/GE Review Committee approval. Also include the course #, curriculum initiator name and contact information

5. **Make 8 copies of ALL forms, and submit them along with the original to the Curriculum Office.** You don't need to print out or submit any copies of your course outline.

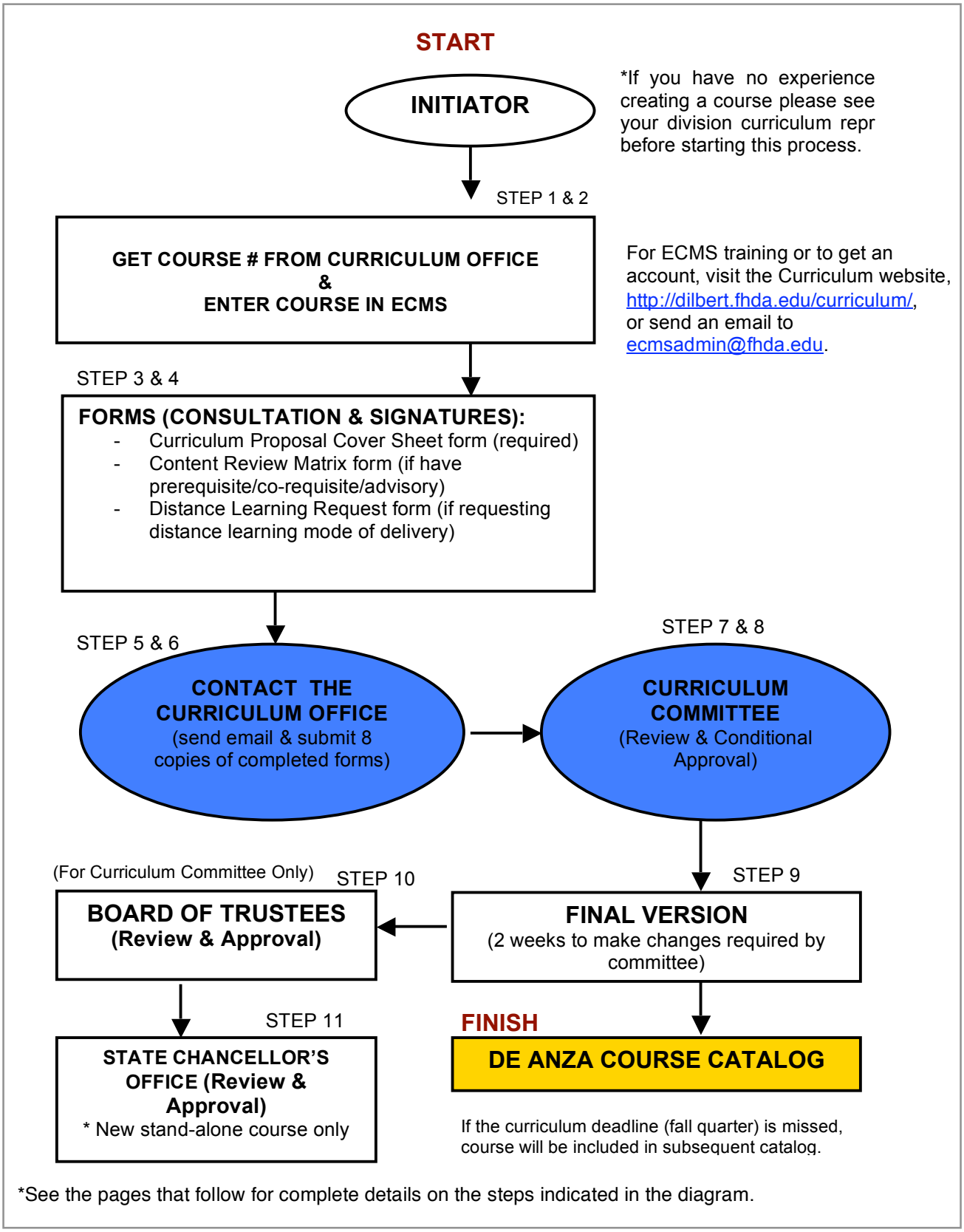
6. Once you have completed the above-mentioned tasks, your course will be placed on the curriculum committee's agenda for future review. You will be notified by email of the date your course will be reviewed. If you have submitted curriculum to be reviewed and have not been contacted within 4 weeks, please email curriculum@fhda.edu.

7. If your course is on the Curriculum Committee meeting agenda, you are required to attend the meeting to introduce your course. If you are unable to attend please ask your Division Curriculum representative to present your course for you. The Curriculum Committee will NOT review any courses without the presence of a Curriculum Initiator or Division Curriculum Representative.

8. If your course is passed by the Curriculum Committee, it is "conditionally approved" pending revisions/changes and final submission of the course outline and all required forms to the Curriculum Office. Curriculum Initiators have two weeks from the date of the course conditional approval to submit the final version.

9. **Foothill-De Anza Board of Trustees (review and approval)**
The Curriculum Committee Co-Chair will submit the revised course to the Foothill-De Anza Board of Trustees for review and approval.

New Course - Diagram of Processes (start to finish)



*See the pages that follow for complete details on the steps indicated in the diagram.

New Course – Forms & Explanation of Procedures

If you are a new Curriculum Initiator please see your Division Curriculum Representative before starting the new course creation process. All new courses must be tied to a certificate or degree, otherwise it is considered a stand-alone course, which requires additional paperwork to be completed and submitted to the State Chancellor's Office for approval.

> June 20, 2006 Curriculum Committee Minutes:
> **….new courses can still be created and offered after the catalog deadline has passed, but the courses would not be printed in the upcoming catalog, but published only in the subsequent catalog. Thus, courses may be created and offered after a catalog deadline has passed in order to meet industry needs, student needs, software updates, etc.**
>
> **New courses that are for GE, transfer prep (course-to-course articulation) or UC transferable are considered catalog-deadline sensitive (CDS) as they are not applicable for UC, CSU and GE status unless they are published in the college catalog. Note: Students cannot petition with UC for credit before a course is approved for transfer and cannot petition with CSU/UC to be awarded GE credit before it is approved for CSUGE or IGETC. Therefore, initiators who submit new courses to the curriculum committee that fall into this CDS category will be discouraged from having a mid-year start date and will be encouraged to make the course effective the following fall quarter so the course has adequate time to go through the proper articulation and approval channels.**

De Anza College catalog deadline dates typically fall on November or early December each academic year, see the Curriculum Committee website, http://dilbert.fhda.edu/curriculum/, for this academic year's catalog deadline dates. For a course to make the catalog deadline date and be included in the appropriate catalog year Curriculum Initiator must have the course in ECMS **and** submit all forms with required signatures by the deadline date. If you failed to complete both tasks, it means you've missed the catalog deadline date, and your course will go into the following year's catalog. See "Curriculum Catalog Deadline dates" for complete detail.

Directions:

1. **Contact the Curriculum Office for a course number to use.**

2. **Create your course outline through the Electronic Curriculum Management System (ECMS)**
   - The Electronic Curriculum Management System, also known as ECMS, is an in-house application that was developed by De Anza College webmaster, Bradley Creamer. The *Edit/Create Course Outline* subsystem of ECMS allows the user to revise an existing course outline and/or create a new course outline, in addition to viewing and/or printing an existing course outline. This subsystem was created to help facilitate the curriculum writing processes and to amass all course outlines in a central location.
   - ECMS requirements: (1). FHDA email account, and (2). Firefox internet browser.
   - Contact the Curriculum Office if you need an ECMS account and/or ECMS training.

3. **Complete the following forms** (forms can be downloaded from the Curriculum Committee website, http://dilbert.fhda.edu/curriculum/):
   - Curriculum Proposal Cover Sheet (required)
   - New Course Request (required)

- Content Review Matrix (if there is a course prerequisite/advisory, one form for each prerequisite/advisory)
- Distance Learning Form (if requesting distance learning)

4. **Obtain the required signatures on the forms:**
   - Division Curriculum Representative
   - Division Chair and Division Dean
   - Matriculation Officer (if have course prerequisite/advisory)
   - Distance Education (if distance learning)
   - Interdisciplinary department (if cross-listed or similar)

5. **Send an email to the Curriculum Office** (ecmsadmin@fhda.edu) with the following information in the email:

   TO: _____
   FROM: _____
   SUBJECT: ECMS Course Outline Complete: Course #

   BODY: The following course is now complete in ECMS and ready for CC/GE Review Committee approval. Also include the course #, curriculum initiator name and contact information

6. **Make 8 copies of ALL forms, and submit them along with the original to the Curriculum Office.** You don't need to print out or submit any copies of your course outline.

7. Once you have completed the above-mentioned tasks, your course will be placed on the curriculum committee's agenda for future review. You will be notified by email of the date your course will be reviewed. If you have submitted curriculum to be reviewed and have not been contacted within 4 weeks, please email curriculum@fhda.edu.

8. If your course is on the Curriculum Committee meeting agenda, you are required to attend the meeting to introduce your course. If you are unable to attend please ask your Division Curriculum representative to present your course for you. The Curriculum Committee will NOT review any courses without the presence of a Curriculum Initiator or Division Curriculum Representative.

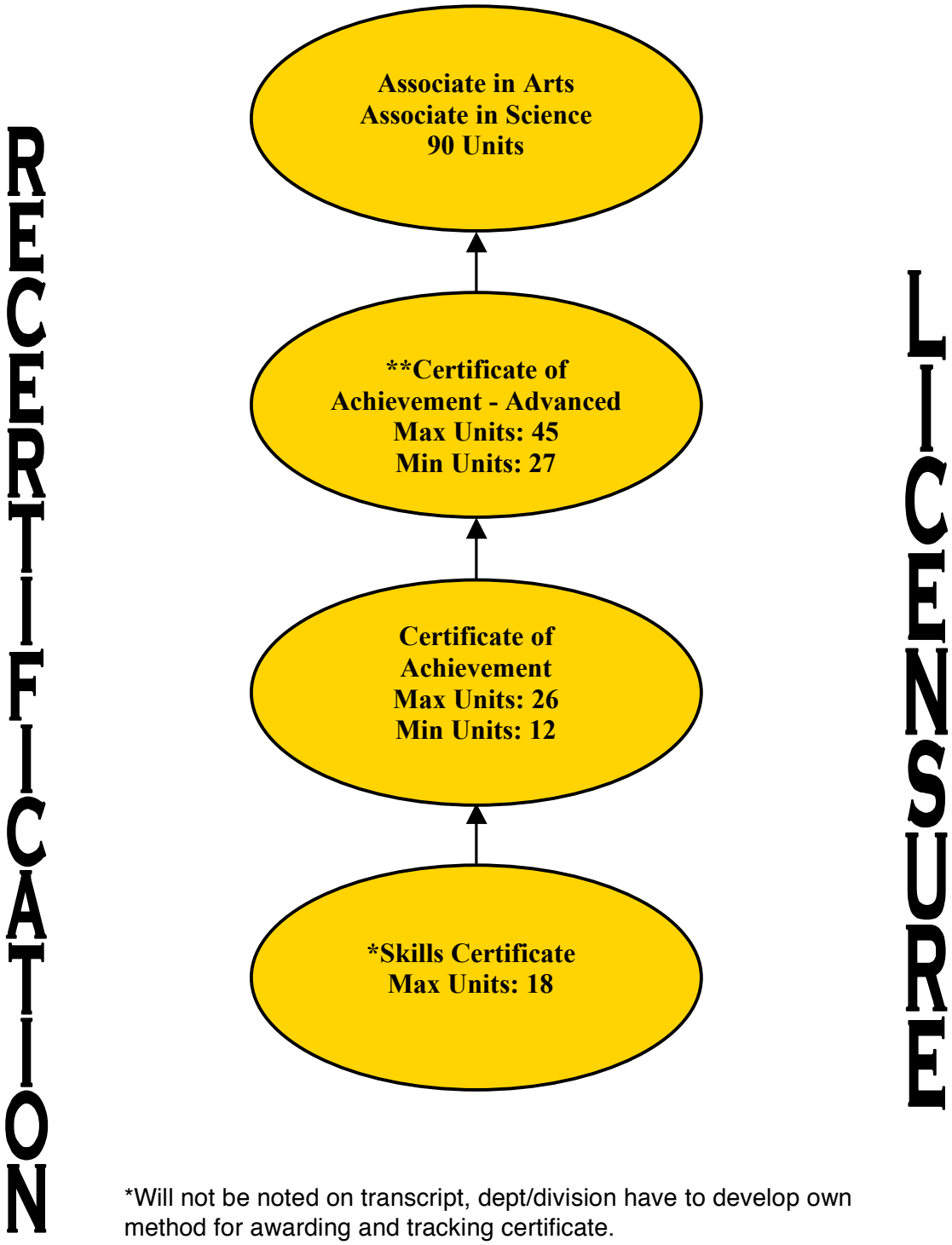
9. If your course is passed by the Curriculum Committee, it is "conditionally approved" pending revisions/changes and final submission of the course outline and all required forms to the Curriculum Office. Curriculum Initiators have two weeks from the date of the course conditional approval to submit the final version.

10. **Foothill-De Anza Board of Trustees (review and approval)**
    The Curriculum Committee Co-Chair will submit the new course to the Foothill-De Anza Board of Trustees for review and approval.

11. **State Chancellor's Office (review and approval)**
    All new stand-alone courses, courses that are not tied to a certificate or degree, must be submitted to the State Chancellor's Office for approval. The Curriculum Committee Co-Chair will work with you on this process.

CERTIFICATE AND DEGREE (CREATION & REVISION) - PROCEDURES & FORMS

Degrees and Certificates College-Wide Structure



*Will not be noted on transcript, dept/division have to develop own method for awarding and tracking certificate.

**Certificate can exceed 45 units under extenuating circumstances.

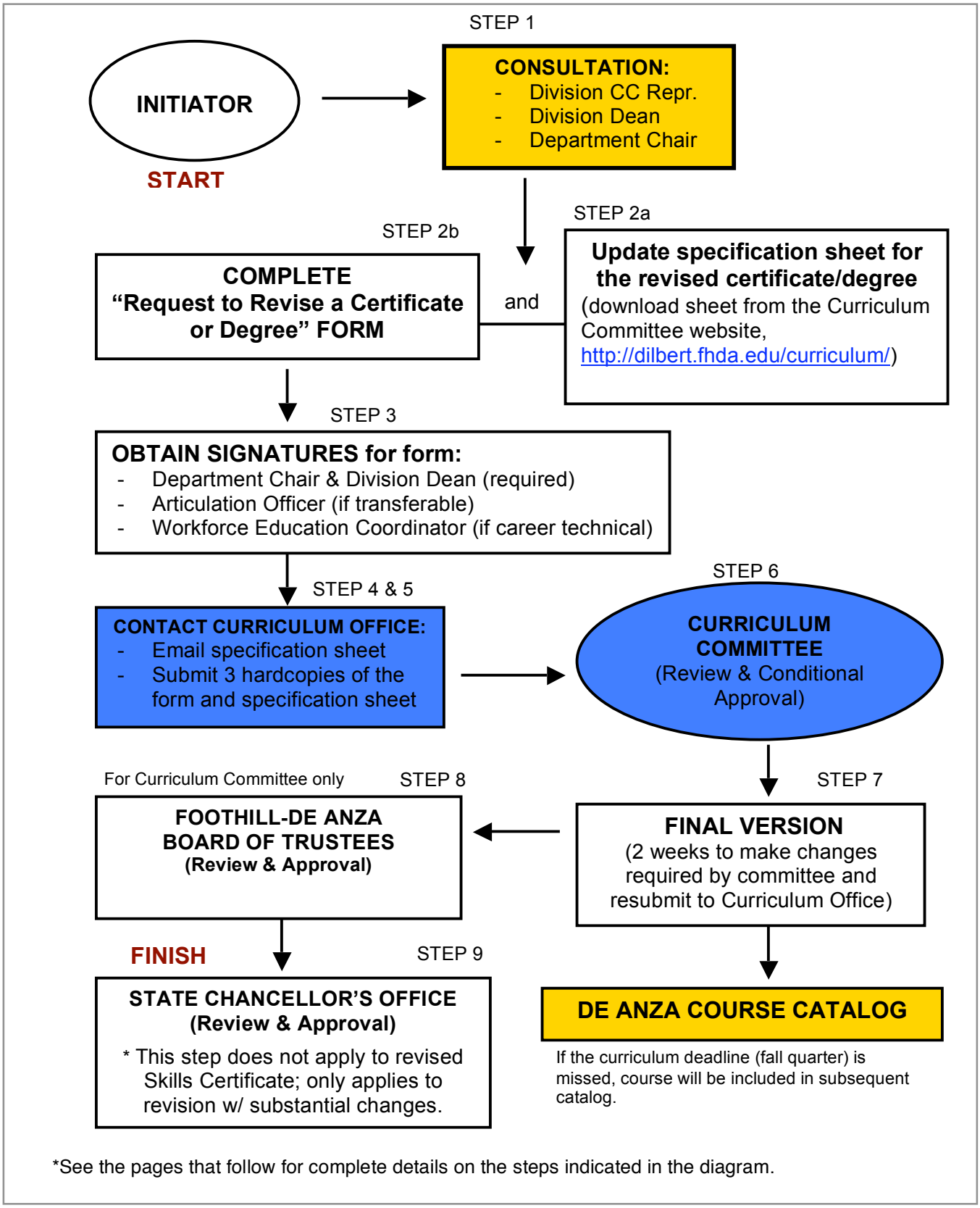
Degrees and Certificates: College Wide Structure—A Ladder Concept

De Anza College offers certificate programs in selected career/occupational areas.
Three types of certificates are offered: Skills Certificate, Certificate of Achievement, and Certificate of Achievement – Advanced. Associate degree programs offered at De Anza include both Associate in Arts and Associate in Science degrees.

Certificate—Degree Ladder Concept

The certificate/degree flow chart on the previous page shows the certificate-to-degree ladder concept where units earned in the Skills Certificate should apply toward the Certificate of Achievement - Advanced and A.A. or A.S. Degree in the same program. Often the units earned in the Certificate of Completion will apply toward the Certificate of Achievement. Sometimes, however, the Skills Certificate units are specifically and solely aimed at meeting re-certification and re-licensure of individuals to continue practicing their professions after having already earned a degree or certificate. Minimum and maximum quarter units that will be allowed for each kind of certificate and/or degree are listed.

Revised Cert./Degree – Diagram of Processes (start to finish)



*See the pages that follow for complete details on the steps indicated in the diagram.

Revised Cert./Degree – Forms & Explanation of Procedures

If you are a new Curriculum Initiator please see your Division Curriculum Representative before starting the certificate/degree revision process.

De Anza College catalog deadline dates typically fall on November or early December each academic year, see the Curriculum Committee website, http://dilbert.fhda.edu/curriculum/, for this academic year's catalog deadline dates. For a new or revised certificate/degree to make the catalog deadline date and be included in the appropriate catalog year Curriculum Initiator must submit all paperwork (specification sheet and forms) for the certificate/degree with required signatures to the Curriculum Office by the deadline date. If you missed the catalog deadline date, your new or revised certificate/degree will go into the following year's catalog. See "Curriculum Catalog Deadline dates" for complete detail.

Directions:

1. **Consult with the following people before starting the certificate/degree revision process:**
   - Division Curriculum Committee Representative
   - Division Dean
   - Department Chair

2. **Update specification sheet and fill out form:**
   a. **Update the specification sheet for the revised certificate or degree** (sheet can be downloaded from the Curriculum Committee website, http://dilbert.fhda.edu/curriculum/, contact the Curriculum Office if you need assistance).
   b. **Complete the "Request to Revise a Certificate or Degree" form** (form can be downloaded from the Curriculum Committee website, http://dilbert.fhda.edu/curriculum/).

3. **Obtain the required signatures for the form:**
   - Department Chair (required)
   - Division Dean (required)
   - Articulation Office (if certificate/degree is transferable)
   - Workforce Education Coordinator (if certificate/degree is career technical)

4. **Email the revised specification sheet to the Curriculum Office** (curriculum@fhda.edu) with the following message:

TO: _____
FROM: _____
SUBJECT: Certificate or Degree Name

BODY: Attached is the specification sheet, this revised certificate/degree is ready for review,

5. **Make 3 copies of the form and specification sheet in step 2a and 2b, and submit them along with the original to the Curriculum Office.**

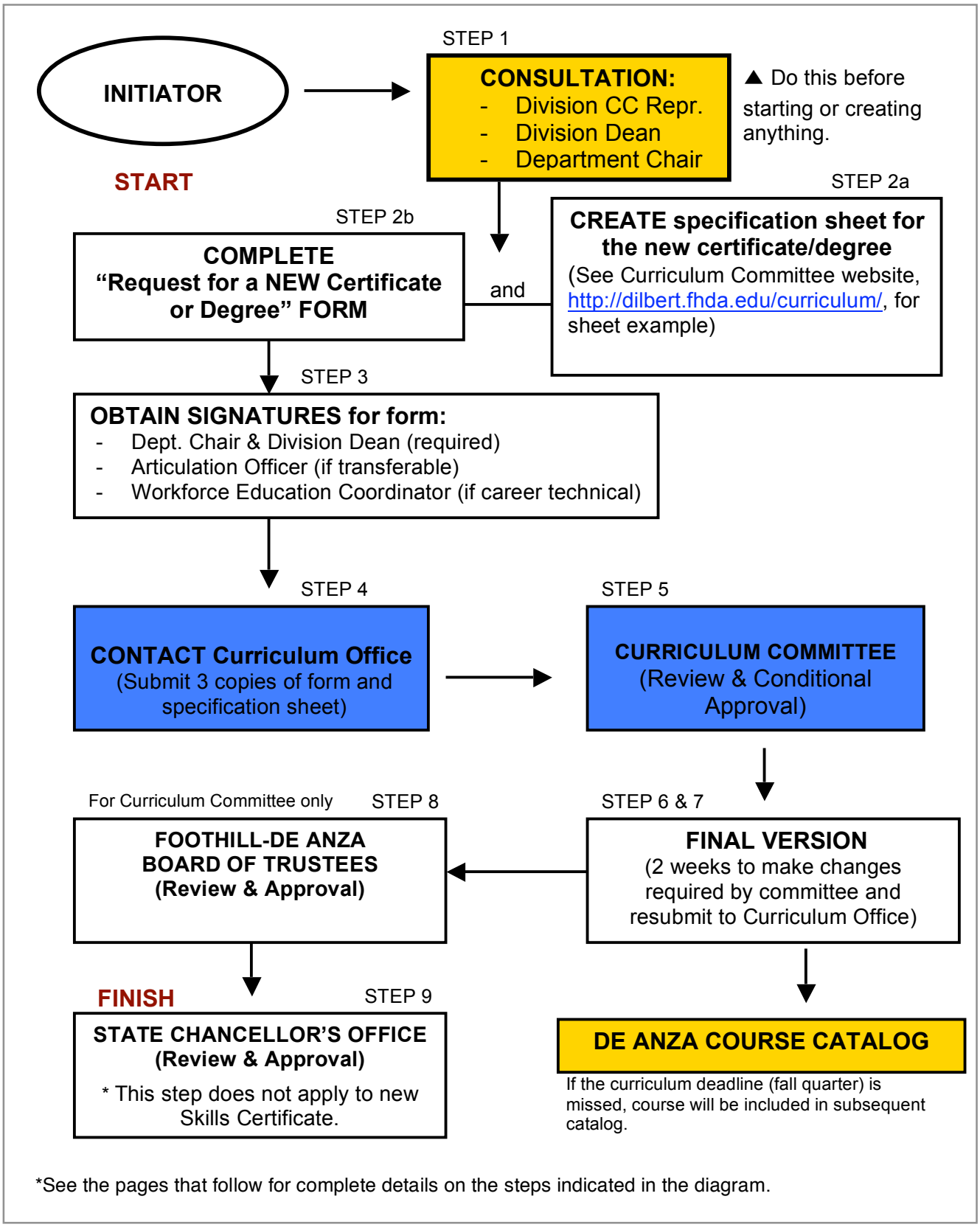
6. Once you have completed the above-mentioned tasks, your certificate or degree will be placed on the curriculum committee's agenda for future review. You are NOT required to attend the meeting to introduce your certificate or degree. Your Division Curriculum Representative or the Curriculum Committee Co-Chair will notify you if there are any problems with your certificate or degree.

7. If your certificate or degree is passed by the Curriculum Committee, it is "conditionally approved" pending revisions/changes and final submission of the revised certificate or degree and all required forms to the Curriculum Office. Curriculum Initiators have two weeks from the date of the conditional approval to submit the final version.

8. **Foothill-De Anza Board of Trustees (review and approval)**
   The Curriculum Committee Co-Chair will submit the revised certificate or degree to the Foothill-De Anza Board of Trustees for review and approval.

9. **State Chancellor's Office (review and approval)**
   Revised certificate or degree with substantial changes must be submitted to the State Chancellor's Office for approval, except for revised Skills Certificate. The Curriculum Committee Co-Chair will work with you if your revised certificate or degree must be submitted to the State Chancellor's Office for approval.

New Cert./Degree – Diagram of Processes (start to finish)



*See the pages that follow for complete details on the steps indicated in the diagram.

New Cert./Degree – Forms & Explanation of Procedures

If you are a new Curriculum Initiator please see your Division Curriculum Representative before starting the certificate/degree creation process.

De Anza College catalog deadline dates typically fall on November or early December each academic year, see the Curriculum Committee website, http://dilbert.fhda.edu/curriculum/, for this academic year's catalog deadline dates. For a new or revised certificate/degree to make the catalog deadline date and be included in the appropriate catalog year Curriculum Initiator must submit all paperwork (specification sheet and forms) for the certificate/degree with required signatures to the Curriculum Office by the deadline date. If you missed the catalog deadline date, your new or revised certificate/degree will go into the following year's catalog. See "Curriculum Catalog Deadline dates" for complete detail.

Directions:

1. **Consult with the following people before starting the certificate/degree creation process:**
   - Division Curriculum Committee Representative
   - Division Dean
   - Department Chair

2. **Create specification sheet and fill out form:**
   a. **Create a specification sheet for the new certificate or degree** (example of specification sheet can be downloaded from the Curriculum Committee website, http://dilbert.fhda.edu/curriculum/, contact the Curriculum Office if you need assistance).
   b. **Complete the "Request for a NEW Certificate or Degree" form** (form can be downloaded from the Curriculum Committee website, http://dilbert.fhda.edu/curriculum/).

3. **Obtain the required signatures for the form:**
   - Department Chair (required)
   - Division Dean (required)
   - Articulation Office (if certificate/degree is transferable)
   - Workforce Education Coordinator (if certificate/degree is career technical)

4. **Email the specification sheet to the Curriculum Office** (curriculum@fhda.edu) with the following message:

> **TO:** _____
> **FROM:** _____
> **SUBJECT:** Certificate or Degree Name
>
> **BODY:** Attached is the specification sheet, this new certificate/degree is ready for review.

5. **Make 3 copies of the form and specification sheet in step 2a and 2b, and submit them along with the original to the Curriculum Office.**

6. Once you have completed the above-mentioned tasks, your certificate or degree will be placed on the curriculum committee's agenda for future review. You are NOT required to attend the meeting to introduce your certificate or degree. Your Division Curriculum Representative or the Curriculum Committee Co-Chair will notify you if there are any problems with your certificate or degree.

7. If your certificate or degree is passed by the Curriculum Committee, it is "conditionally approved" pending revisions/changes and final submission of the certificate or degree and all required forms to the Curriculum Office. Curriculum Initiators have two weeks from the date of the conditional approval to submit the final version.

8. **Foothill-De Anza Board of Trustees (review and approval)**
   The Curriculum Committee Co-Chair will submit the new certificate or degree to the Foothill-De Anza Board of Trustees for review and approval.

9. **State Chancellor's Office (review and approval)**
   All new certificates and degrees must be submitted State Chancellor's Office for approval, except for new Skills Certificate. The Curriculum Committee Co-Chair will work with you on this process.

APPENDICES

Articulation Agreements

Definition of an articulation agreement:
A formal, written agreement that identifies courses (or sequences of courses) from a "sending" campus that is comparable to, or acceptable in lieu of, specific course requirements at a "receiving" campus. Successful completion of an articulated course assures the student and the faculty that the student has taken the appropriate course, received the necessary instruction and preparation, and that similar outcomes can be assured, enabling progression to the next level of instruction at the receiving institution. It is important to note that articulated courses are not to be construed as "equivalent" but rather as comparable, or acceptable in lieu of each other.

Classification of Course Articulation Agreements:
Course articulation is developed between "sending" and "receiving" institutions. In California, this occurs mainly between the two-year independent and community colleges, and the three segments of higher education that grant the baccalaureate degree: the California State University (CSU) campuses, the University of California (UC) campuses, and the independent colleges and universities. In addition, a significant number of intrasegmental transfers occur. Therefore, articulation may also be developed between two-year institutions and between four-year institutions. Course articulation agreements are classified into several discrete areas:

1. **Courses Accepted for Baccalaureate Credit:**
   Courses accepted for baccalaureate credit are the first· level of articulation and comprise the basic "pool" of transferable courses from which subsequent articulation agreements are developed. This level of articulation agreement identifies courses that are baccalaureate level and therefore acceptable by a receiving institution (or system) to fulfill both unit requirements for admission and baccalaureate elective credit. These agreements do not indicate which of these courses are acceptable for satisfying General Education-Breadth requirements or Major Preparation requirements at a receiving four-year institution.

2. **General Education-Breadth Agreements:**
   General Education-Breadth agreements consist of those courses that a student can complete at a sending institution to satisfy General Education-Breadth requirements at a receiving institution. Courses used in General Education-Breadth agreements are courses that are drawn from, and are a subset of, the basic "pool" of transferable courses accepted for baccalaureate credit (described in number 1 above.)

3. **Course-To-Course Agreements:**
   Course-to-Course agreements identify a particular course at a sending institution that is comparable to, or "acceptable in lieu of' a corresponding course at a receiving institution. It is also common to articulate "clusters" of courses. As with General Education-Breadth agreements, Course-to-Course agreements are developed from the basic pool of transferable courses accepted for baccalaureate credit.

4. **Lower-Division Major Preparation Agreements:**
   Lower-Division Major Preparation Agreements specify those courses at a sending institution that fulfill lower-division requirements for a specific major at a receiving institution. Catalog descriptions, course outlines, and baccalaureate lists are used in the development of these articulation agreements. In addition, special requirements relating to major preparation may be included, such as: pre-major requirements, supplementary admission requirements for

selected majors, and information pertinent to impacted or over-subscribed majors. As with G.E.-Breadth and Course-to-Course Agreements, Lower-Division Major Preparation Agreements are usually developed from the list of courses accepted for baccalaureate credit.

On-Line Articulation Resources:

- ASSIST - statewide articulation repository available on the web (www.ASSIST.org)

- CAN - the 'California Articulation Number' system is a cross-reference course numbering system designed to identify courses of comparable content, maintain standards of academic rigor for those courses, and insure their transfer between and among participating institutions.

  In order to qualify to use a CAN identifier, **each course** at both two- and four-year campuses, must be formally articulated **with four California public four-year institutions**. Once the articulation has been developed and bilaterally approved, the course qualifies to carry a "CAN.1t CAN is a joint articulation effort of the California Community Colleges and the California State University. Upper-division and nonbaccalaureate-level courses are not included in the system. (www.cansystem.org) ***select: 'Qualified Courses'***

Matrix of Articulation

Type of Agreements	RECEIVING INSTITUTIONS		
	CSU	**UC**	**Independent Colleges and Universities**
Transferable Course Agreement	Developed by institutions in compliance with the CSU Executive Order 167 (Baccalaureate List)	Developed by the UC Office of the President for each community college. (Transferable Course Agreement)	Developed by some independent colleges and universities with community colleges.
General Education Breadth Agreements	Developed by institutions in compliance with CSU Executive Orders 405 and 595	Campus/College Specific Developed between institutions by each UC campus.	Developed by some independent colleges and universities with community colleges.
	IGETC Developed by the Academic Senates of the UC, CSU, and CCC		
Course-to-Course Agreements	Developed between institutions through the CSU campus Articulation Officer.	Developed between institutions through the UC campus Articulation Officer.	Developed by some independent colleges and universities.
Major Preparation Agreements	Developed between institutions through CSU campus Articulation Officer.	Developed between institutions through the UC campus Articulation Officer.	Developed by some independent colleges and universities.

Please keep in mind:

1. Students may be held to completing ALL lower division major preparation courses that are available at their community college in order to be admitted into impacted majors (e.g. Engineering, Biological Sciences, Computer Science) and universities use the community college catalog not the class schedule) to determine whether articulation agreements are still valid. To avoid penalizing students, it is important to consistently offer courses with established articulation agreements.

2. New courses intended to facilitate transfer should be created with universities' lower division major preparation requirements in mind. While the focus on general education is important, students primarily need to focus on completing as many lower division major preparation

courses as possible before they transfer to optimize their stay at the community college. By using the articulation database ASSIST (www.ASSIST.org) faculty may access lower-division major preparation requirements for most CA public universities and determine which courses are not currently available at De Anza College.

3. Working with the ASSIST database and the De Anza Articulation Officer during the early stages of a course development would minimize the curriculum changes that maybe needed in order to articulate a course.

4. The term 'general education' refers to many different things. The general education requirement for De Anza's AA degree is different from the general education requirement for transfer (see ***Matrix* of *Articulation Grid*** above). Therefore clarification is needed whenever a course is said to meet general education (GE) requirements.

5. The deadlines for proposing articulation varies from system to system and campus to campus, please check with the Articulation Officer on specific deadlines dates.

Articulation Between University of California/Community College

The University of California and the California Community Colleges have, for many years, worked together to establish articulation agreements that enable students planning to transfer to maintain continuity in their programs. There are basically two categories of articulation agreements. One type of agreement determines the general transferability of community college courses at the university wide level; and the other, done at the campus level, determines the acceptability of transfer courses in satisfaction of specific degree requirements in various academic programs.

General Transferability of Courses

The Office of Outreach, Admissions and Student Affairs, in the UC Office of the President, develops and updates the course articulation agreements with community colleges. This responsibility has been delegated to the University-wide Office by the Board of Admissions and Relations with Schools (BOARS), a Standing Committee of the University-wide Academic Senate. The Office maintains current and historical lists for 110 community colleges, two of which are private.

In developing the articulation agreements, the University-wide Admission Office follows policies established by BOARS regarding the acceptability of courses for advanced standing elective credit toward a university degree. The basic principles used in determining the transferability of community college courses are: (1) the course should be comparable to one offered at the lower division level at any of the UC campuses 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. Courses listed as transferable are accepted at the point of admission for unit credit in partial satisfaction of the degree requirements of UC.

The articulation agreements are updated individually by the articulation analyst. During the course review process, the analyst uses UC and community college catalogs, expanded course outlines, regulations established by BOARS governing the maximum amount of credit allowed in

certain subject areas recommendations developed by UC faculty and deans in special areas such as environmental design.

Articulation officers are encouraged to review their agreement carefully and to bring any questions or concerns to the attention of the UC articulation analyst. If a community college wishes to appeal the denial of transfer credit for certain courses, the analyst will ask the community college articulation officer to send expanded course outlines indicating such key items as: prerequisites, purpose of the course, and detailed descriptions of the course content, method of evaluation, and reading lists. The articulation analyst is able to resolve routine appeals. Occasionally, however, course outlines are forwarded to appropriate university faculty to solicit an opinion as to the transferability of a given course.

University of California Specific Guidelines for Course Articulation

Note: Course outlines submitted to UCOP for review must be current, no more than 5 years old

The following are guidelines for courses or subject areas that have specific articulation requirements for the University of California.

ADMIMSTRATION OF/CRIMINAL JUSTICE
Courses should be comparable to those offered by the University at the lower division "level. Except for allowing one introductory course to the profession, the content of these courses should not specifically deal with applied, functional aspect of law enforcement.
Variable topics courses usually are not allowed in this area due to credit limitations.

AMERICAN SIGN LANGUAGE
Appropriate courses must be in American Sign Language (not Signed English or finger spelling) and cover the deaf culture as well as the phonology, vocabulary, and grammar of
ASL.

ARCHITECTURE
For courses in this area to articulate, they should be comparable to those offered by the University at the lower division level. As such, courses in subject should emphasize architectural design and theory, rather than applied aspects such as drafting or building/construction technology. Variable topics courses are usually not allowed in this area, due to credit limitations.

ART
Transferable courses in this area should stress aesthetic intent and content over technique. Commercial or professional art courses (e.g. Advertising, Commercial
Photography, Interior Design, etc.) are not appropriate, nor are craft courses (e.g.
Calligraphy, Jewelry Making, Weaving, etc.) UC has removed the limits on the number of art classes a student may transfer.

BIOLOGICAL (LIFE) SCIENCES:
Courses in this area should teach fundamental concepts and principles, how these were derived and how they are applied. Although a specific prerequisite is not required for introductory courses, they are expected to be of college level. It is not appropriate for courses in this area to be primarily professional or technical (i.e. for Allied Health majors). While courses generally are

expected to have a laboratory (or field) component where appropriate, it is not required for elective credit. (See also "Field Courses.")

BUSINESS

Although this is primarily a professional area, two courses in principles of Accounting and one in Business Law have been articulated for a number of years. In addition, transfer credit will be allowed for one Introduction to Business course provided it focuses on the role of business as it relates to the greater society and includes ethics, labor, finance, marketing, etc. Variable topics are not usually allowed in this department due to credit limitations. Calculus and some computer courses offered through this department may be transferable, if the majority of the content is math or computer-oriented and not business oriented.

COMPUTER SCIENCE

Transferable courses in this area should cover topics such as: an introductory theory of the computer; its organization and logic; development of a high-level programming language; or use of a language in other areas. Courses that provide technical training or are primarily business-oriented are not considered appropriate for transfer. One course in computer literacy is appropriate. UC has removed limits on the number of computer science courses a student may transfer.

DISTANCE EDUCATION

In Spring 1992 the Community College Board of Governors adopted Title V regulations defining standards for the design, approval, and conduct of telecourses. These Title V changes were the result of lengthy discussions between the UC Board of Admissions and
Relations with Schools, and representatives of the Chief Instructional Officers of the Community College Academic Senate and Chancellor's Office staff. The agreed upon policy contains a number of provisions to ensure the rigor and quality of telecourses including:

- Telecourses shall be approved according to the district's certified course approval procedure.

- Telecourses shall include regular contact between instructor and students, through group or individual meetings, orientation and review sessions, library workshops, etc.

- Telecourses shall include the use of appropriate texts, supplemental assigned readings, *and/or* enrichment materials and activities.

For more detailed information about the revised Title V regulations for telecourses, please refer to Chancellor Mertes' August 26, 1992 letter to Superintendents/Presidents available online at http://www.curriculum.cc.ca.us/curriculumproject.

ENGINEERING

For courses in this area to articulate, they must have a strong theory component, but may include some application. However, courses which are primarily skills-oriented (e.g. manufacturing technology, practical mapping, engineering shop) are not considered appropriate for transfer. Surveying courses must have a prerequisite of at least Trigonometry. Circuits, Statics and Properties of Materials must have a prerequisite of at least Calculus I. One course in Introductory Engineering CAD is appropriate.

ENGLISH/WRITING

Also called: “Writing", "Creative Writing", "Script Writing", “News Writing” Courses in which writing is the primary focus must have a minimum prerequisite of completion of eligibility for English 1A. Commercially oriented writing courses (e.g. magazine writing, how to publish/sell a novel) are not appropriate for transfer. Independent study courses may not be appropriate without a prerequisite of eligibility for English 1A.

ENGLISH AS A SECOND LANGUAGE

The UC Academic Senate allows a maximum of 8 semester units of transfer credit for courses in this area that emphasize writing. UC does not consider courses that focus on listening, reading, or speaking skills.. We expect that the writing required in the course would begin at the paragraph level and continue to the essay level. Independent study is not usually allowed in this department, due to credit limitations.

FIELD COURSES

Courses in normally transferable subject areas (such as Archaeology, Geography, Geology, Biology or Environmental Science) that contain a substantial "field" component may be articulated provided they have: 1) a prerequisite of an introductory college-level, UC transferable, course in the subject; 2) at least one hour of lecture per week in addition to the time spent on fieldwork; and 3) appropriate and sufficient readings, papers, and/or tests.

LANGUAGES OTHER THAN ENGLISH

Courses should provide instruction in the oral and written language, as well as the history and cultural traditions of the foreign country. Courses which are purely conversational must have a prerequisite of "completion of; or concurrent enrollment in, a course equivalent in level to the third year of high school study in the language." Also, the content of such conversation courses should not be primarily travel-oriented. Languages other than English for Native Speakers such as Heritage Spanish are appropriate for transfer.

MATHEMATICS

Mathematics courses (including statistics) must have a prerequisite equivalent to two years of high school algebra. These courses should also employ the topics of intermediate algebra. A student may receive credit for at most four semester/six quarter units of any combination of college algebra or pre-calculus courses. Per the UC system-wide Academic Senate, trigonometry is considered remedial if taught as a separate course. We also will consider one course in Elementary Math for Teachers.

MINEROLOGY

Courses in this subject require a prerequisite of either physical geology or chemistry I.

MUSIC

Theory as well as performance courses are articulated. However, courses that focus primarily on the commercial aspects of music are not considered appropriate for transfer. Electronic music courses should have prerequisites of music theory or history. UC has removed the limits on the number of music classes that a student may transfer.

PHYSICAL EDUCATION

Courses may fall into three categories: 1) Activities, 2) Theory, and 3) Academic/Scholarly.
Activity courses are limited to·4 semester/6 quarter units and are not listed on the TCA.
Theory courses are limited to 8 semester/12 quarter units. PE Theory or courses that do not fit either the Theory or Activity category are listed on the TCA. Courses of vocational nature such as Aerobic Instructor Training or Fire Academy Protection Preparation are not considered appropriate for transfer.

PHYSICAL SCIENCES

Courses in this area should teach fundamental concepts and principles - how these were derived and how they are applied. Although a specific prerequisite is not required for introductory courses, they are expected to be of college level. It is not appropriate for courses in this area to be primarily professional or technical in nature (Le. for Allied Health majors). While courses generally have a lab (or field) component, it is not required for elective credit. It is expected the student will take these courses before other college level courses in astronomy, physics, chemistry, etc. (See "Field Courses")

PHYSICS

Courses in this area should teach fundamental concepts and principles - how these were derived, and how they are applied. Physics for Physicists and Engineers must have a prerequisite of Calculus, Physics for Biologists must have a prerequisite of Trigonometry and Physics for Liberal Arts students must have a prerequisite of Algebra II.

SOCIAL SCIENCES

Transferable courses should provide students with an understanding of the development and basic features of major societies and cultures. Courses may include: an examination of the historic and contemporary ideas that have shaped our world; an examination of the nature and principles of individual and group behaviors; or a study of social science methodologies. Courses that are primarily personal or functional in nature, rather than analytic, are not appropriate for transfer.

TELECOURSES: See Distance Education

THEATER ARTS

Theory courses, as well as performance and production courses are articulated. Practical courses in Broadcasting (i.e. radio and TV), or commercially oriented courses, are not appropriate for transfer. UC has removed the limits on the number of theater arts courses that a student may transfer.

VARIABLE TOPICS

These courses are also called "Independent Study", “Special Studies", "Special Topics", “Internships", etc. Credit for Variable Topics courses is given only after a review of the topic for the course by the enrolling UC campus. The practice for all campuses is to give credit for these courses after admission because of waiting for the information from the student as well as recommendation for credit by UC faculty. We still not give credit for variable topics courses in Journalism, Photography, Health, Business Administration, Architecture, Administration of Justice, Nutrition, Library, Oceanography, Anatomy and Physiology.

UC Transfer Course Agreement (TCA) and Transfer Limitations

The University of California Office of the President (UCOP) publishes a list of UC transferable courses each year called the "UC Transfer Course Agreement" (TCA). This list may be accessed through ASSIST (www.assist.org).

> Go to www.ASSIST.org → Click on "Start ASSIST" → Select "De Anza College" → Select "Year" → Click on CONTINUE → Select "UC Transferable Courses" → Select "Department" → Click on CONTINUE

The UC TCA is updated once a year. Traditionally, courses are submitted to UCOP for review in the summer, and De Anza receives feedback in October. Although De Anza has a course numbering system for UC transferable courses (#1-49), a handful of courses are misnumbered in the catalog each year because the UC review process occurs after our catalog goes to print. For this reason it's important to keep your UC TCA handy for referencing. All attempts will be made to add a UC transfer status note to each course description in the winter/spring/summer schedule of classes.

The UC TCA also provides important information on policies regarding transfer limitations that apply to a number of transferable courses. Here are two such limitations - please see the ASSIST site for a complete list:

Variable Topics/Physical Education Activity Courses
These two special categories of courses are addressed in the first section of the TCA.
Since 2000-01, Variable Topics and PE activity courses have not been individually listed on the TCA.

Variable Topics Courses
These courses are also called "Independent Studies", "Special Studies", "Special Topics", "Internships", etc. Credit for variable topics courses is given only after a review of the scope and content of the course by the enrolling UC campus. This usually occurs after transfer, and may require recommendations from faculty. UC does not grant credit for variable topics courses in Journalism, Photography, Health, Business Administration, Architecture, Administration of Justice (Criminology) or Library Departments because of credit restrictions in these areas. Courses from variable topics courses should NOT be counted toward minimum UC admissions requirements.

Physical Education Activity Courses
UC grants a maximum of four semester units of credit for appropriate Physical Education Activity courses (also called "Athletics", "Human Resources", "Adaptive P.E.", etc.). These courses are not listed on the TCA.

P.E. Theory courses or courses that do not fit either the Theory or Activity category are not included in the four semester credit limit prescribed for P.E. activity courses and continue to be listed on the TCA if deemed transferable. P.E. Courses that are primarily vocational in nature, such as Aerobic Instructor Training or Fire Academy Protection Preparation, are not transferable.

Baccalaureate Level Courses

(Academic Senate of CA State University Report, Nov. 7,1986; Approved by Academic Senate of California Committee Colleges, April, 1987.)

Because baccalaureate level coursework is intended to contribute to the student's attainment of the objectives embodied in the baccalaureate degree, courses which are designated as baccalaureate level will meet, as one of several standards, the criterion of having a "bridging" function, helping to move the student from the skills and knowledge expected at entrance toward the competencies expected at graduation.

In areas of the curriculum for which the Inter-segmental Senate Committee has identified expected entry-level competencies (e.g., English, mathematics, natural sciences), baccalaureate courses shall not replicate the skills and knowledge which are entry expectations but instead will require for satisfactory completion the prior attainment of such skills and knowledge. As comparable statements are developed in other areas of the curriculum, reference to entry-level expectations will be useful in helping to define baccalaureate level.

Various graduation expectations, such as those expressed in the goals of general education, the objectives of the various majors, in the standards for competency, and those expressed in such generalized expectations as "intellectual growth" also will influence the judgment as to what constitutes baccalaureate level coursework. Courses designed by qualified faculty to help qualified students move toward the attainment of those expectations generally will be of baccalaureate level. In such courses faculty judged by their peers to be qualified to teach the courses shall have the determining voice in the decisions as to content, instructional methodology, instructional support resources, and methods and standards for assessing performance. Qualified faculty shall construct and teach baccalaureate courses in ways which assure that the level is appropriate for enhancing the knowledge and skills of the adequately prepared student, and appropriate faculty entities shall have primary responsibility for making course level determinations.

CRITERIA FOR DETERMINING BACCALAUREATE LEVEL COURSES

There are four significant elements involved in this determination: the institution, the learner, the course, and the instructor/pedagogy. Course content alone will not determine acceptability for baccalaureate credit. The criteria are phrased in terms of expectations from each of the parties.

Institution

- The course shall be taught by a qualified instructor;
- Qualified faculty, as judged by their peers, shall, make the decisions as to course content, instructional methodology, instructional support requirements, and methods and standards for assessing student performance;
- Adequate instructional support resources shall be available to all students who enroll in the course, including facilities, library materials, and access to qualified faculty outside of class meeting times.
- Adequate instructional support resources shall be available to all students who enroll in the course, including facilities, library materials, and access to qualified faculty outside of class meeting times.

Learner

The learner shall be required to bring to the course:

- A level of intellect, skill, prior knowledge, and maturity consistent with entry-level collegiate expectations and the stated prerequisite(s), if any for that course;
- Learning skills and a vocabulary necessary for the completion of a baccalaureate level course;
- The capacity to think critically and to understand and apply concepts.

Course

The course shall:

- Be aimed more at understanding theory and concepts, which are grounded in the fundamental academic disciplines, rather than at the acquisition of immediate technical skills;
- Treat subject matter with an intensity and pace that establishes an expectation for significantly greater learner independence than that required at the secondary level;
- Require the student to continue development of communication skills appropriate for higher education.

Coursework should:

- Enhance understanding of intellectual, scientific, and cultural concepts and traditions generally may be considered baccalaureate level;
- Enhance understanding of occupational and professional fields usually requiring experience in higher education as prerequisite to employment in such fields as may be considered baccalaureate level;
- Provide instruction in occupational fields not usually requiring experience in higher education as a prerequisite to such fields may be considered baccalaureate level if the emphasis is on providing a general introduction to the field, (focusing on an understanding of the field) rather than only upon the development of technical skills required for immediate employment;
- Not be remedial or college preparatory.

Pedagogy:

1. There shall be opportunity for student/faculty interaction of a kind and variety commensurate with achievement of course objectives.

2. The method of evaluation of student performance and achievement in courses shall discriminate among levels of quality and among attainments appropriate to both entry and exit expectations.

General Education (Transfer)

CSU GE Breadth—Subject Areas Designators

Area A:	Communication in the English Language and Critical Thinking	
	Oral Communication	A1
	Written Communication	A2
	Critical Thinking	A3
Area B:	Physical Universe and Its Life Forms	
	Physical Science	B1
	Life Science	B2
	Laboratory Activity	B3
	Mathematics/Quantitative Reasoning	B4
Area C:	Arts, Literature, Philosophy and Foreign Languages	
	Arts (Art, Dance, Music, Theater)	C1
	Humanities (Literature, Philosophy, Foreign Languages)	C2
Area D:	Social, Political, and Economic Institutions and Behavior; Historical Background	
	Anthropology and Archeology	D1
	Economics	D2
	Ethnic Studies*	D3
	Gender Studies*	D4
	Geography	D5
	History	D6
	Interdisciplinary Social or Behavioral Science	D7
	Political Science, Government, and Legal Institutions	D8
	Psychology	D9
	Sociology and Criminology	D10
Area E:	Lifelong Understanding and Self-Development	E

* Ethnic Studies or Gender Studies courses emphasizing artistic or humanistic perspectives may be categorized in Area C.

Executive Order 595 (CSU GE)

CALIFORNIA STATE UNIVERSITY GENERAL EDUCATION (CSU GE)
Office of the Chancellor: Executive Order No. 595; Effective Date: January 1, 1993

This Executive Order is issued pursuant to Title 5, California Code of Regulations, Sections 40402.1, 40405, 40405.1, and 40405.4, and Sections 1 and 2 of Chapter III of the Standing Orders of the Board of Trustees of the California State University.

The requirements, policies, and procedures adopted pursuant to this Executive Order shall apply to students enrolling in fall 1981 and subsequent terms who have not previously been enrolled continuously at a campus of the CSU or the California Community Colleges and who have not satisfied lower-division general education requirements according to the provisions of Sections 40405.2 or 40405.3 of Title 5.

II. Scope and Purpose
This Executive Order is intended to establish a common understanding about CSU General Education Breadth Requirements (pathway A below) and to provide for certification by regionally accredited institutions of the extent to which transfer students have met these requirements. Reciprocity among the CSU campuses for full and subject-area completion of lower-division General Education-Breadth Requirements is also addressed in this Executive Order.

Policies adopted by the Board of Trustees in July 1991 provide for three ways for undergraduate students to fulfill general education requirements of the CSU:

a. Fulfillment of CSU General Education-Breadth Requirements (Title 5, Section 40405.1), including a minimum of nine semester units or twelve quarter units at the CSU campus granting the baccalaureate degree.
b. Completion of the Intersegmental General Education Transfer Curriculum (Title 5, Section 40405.2), as certified by a California community college, plus a minimum of nine upper division semester units or twelve upper-division quarter units at the CSU campus granting the baccalaureate degree.
c. Completion of lower-division general education requirements of a University of California campus (Title 5, Section 40405.3), as certified by that campus, plus a minimum of nine upper-division semester units or twelve upper-division quarter units at the CS~ campus granting the baccalaureate degree. Implementation of this alternative is contingent on development of a format agreement between the California State University and the University of California.

II. Campus Responsibility

A. The faculty of a CSU campus has primary responsibility for developing and revising the institution's particular General Education-Breadth program. Trustee policy describes broad areas of inquiry, which may be viewed from various disciplinary and interdisciplinary perspectives. Within the framework provided, each CSU campus is to establish its own requirements and exercise its creativity in identifying courses and disciplines to be included within its General Education-Breadth program. In undertaking

this task, participants should give careful attention to the following:

1. Assuring that General Education-Breadth Requirements are planned and organized so that their objectives are perceived as interrelated elements, not as isolated fragments.
2. Considering the organization of approved courses into a variety of "cores" or "themes," each with an underlying unifying rationale, among which students may choose.
3. Evaluating all courses approved as meeting current General Education-Breadth Requirements to determine which continue to meet the objectives and particular requirements contained herein.
4. Considering development of new courses as they may be necessary to meet the objectives and particular requirements contained herein.
5. Considering the possibility of incorporating integrative courses, especially at the upper division level, which feature the interrelationships among disciplines within and across traditional general education categories.
6. Providing for reasonable ordering of requirements so that, for example, courses focusing on learning skills will be completed relatively early and integrative experiences, relatively later.
7. Developing programs that are responsive to educational goals and student needs, rather than programs based on traditional titles of academic disciplines and organizational units.
8. Considering possibilities for activity as well as observation in all program subdivisions.
9. The effectiveness of a General Education-Breadth program is dependent upon the adequacy of curricular supervision, its internal integrity and its overall fiscal and academic support. Toward this end, each campus shall have a broadly representative standing committee, a majority of which shall be instructional faculty, and which shall also include student membership, to provide for appropriate oversight and to make appropriate recommendations concerning the implementation, conduct and evaluation of these requirements.

B. Each campus shall provide for systematic, readily available academic advising specifically oriented to general education as one means of achieving greater cohesiveness in student choices of course offerings to fulfill these requirements.
C. Each campus shall provide for regular periodic reviews of general education policies and practices in a manner comparable to those of major programs. The review should include an off-campus component.

III. Objectives of CSU General Education-Breadth Requirements
General Education-Breadth Requirements are to be designed so that, taken with the major depth program and electives presented by each baccalaureate candidate, they will assure that graduates have made noteworthy progress toward becoming truly educated persons. Particularly, the purpose of these requirements is to provide means whereby graduates:

A. Will have achieved the ability to think clearly and logically, to find information and examine it critically, to communicate orally and in writing, and to reason quantitatively;
B. Will have acquired appreciable knowledge about their own bodies and minds, about how human society has developed and how it now functions, about the physical world in which they live, about the other forms of life with which they share that world, and about

the cultural endeavors and legacies of their civilizations;

C. Will have come to an understanding and appreciation of the principles, methodologies, value systems, and thought processes employed in human inquiries. The intent is that General Education-Breadth Requirements be planned and organized to enable students to acquire abilities, knowledge, understanding, and appreciation as interrelated elements, not as isolated fragments.

IV. Entry-Level Learning Skills

Title 5 of the California Code of Regulations, Section 40402.1, provides that each student admitted to the California State University is expected to possess basic competence in the English language and mathematical computation to a degree that may reasonably be expected of entering college students. Students admitted who cannot demonstrate such basic competence should be identified as quickly as possible and be required to take steps to overcome their deficiencies. Any coursework completed primarily for this purpose shall not be applicable to the baccalaureate degree.

V. Distribution of General Education-Breadth Units

Every baccalaureate graduate who has not completed the program specified in Subsection B or C of Section I above shall have completed the program described in Subsections A through E below, totaling a minimum of 48 semester units or 72 quarter units. At least nine of these semester units or twelve of these quarter units must be upper-division level and shall be taken no sooner than the term in which upper-division status (completion of 60 semester units or 90 quarter units) is attained. At least nine of the 48 semester units or 12 of the 72-quarter units shall be earned at the campus granting the degree.

Each campus is authorized to make reasonable adjustments in the number of units assigned to the five categories in order that the conjunction of campus course credit unit configuration and these requirements will not unduly exceed any of the prescribed credit minima. However, in no case shall the total number of units required be less than 48 semester units or 72-quarter units. (No campus need adjust normal course credit configurations for the sole purpose of meeting the requirements specified herein.)

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

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

Instruction approved for fulfillment of the requirement in communication is to be designed to emphasize the content of communication as well as the form and should provide an understanding of the psychological basis and the social significance of communication, including how communication operates in various situations. Applicable course(s) should view communication as the process of human symbolic interaction focusing on the

communicative process from the rhetorical perspective: reasoning and advocacy, organization, accuracy; the discovery, critical evaluation and reporting of information; reading and listening effectively as well as speaking and writing. This must include active participation and practice in written communication and oral communication.

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

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

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

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

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

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

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

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

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

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

Campuses may permit “double counting” of courses for General Education-Breadth and major requirements and prerequisites only after giving careful consideration to the impact of such actions on General Education-Breadth programs. Decisions to permit double counting in General Education-Breadth and a degree major may be made only after an approval is provided through campus wide curricular processes.

Up to six semester units taken to meet the United States History, Constitution, and American Ideals Requirement (Title S of the California Code of Regulations, Section 40404) may be credited toward satisfying General Education- Breadth Requirements at the option of the campus.

VI. Exceptions to the foregoing requirements may be authorized only under the following circumstances:

A. In the case of an individual student, the campus may grant a partial waiver of one or more of the particular requirements of Title 5 of the California Code of Regulations, Section 40405.1, to avoid demonstrable hardship, such as the need to extend the time

required for completion of the degree in the case of a senior level transfer student.

B. In the case of high-unit professional major degree programs, the Chancellor may grant exceptions to one or more requirements for students completing the particular program. Such exception must be considered at the campus level prior to initiating the request. A full academic justification shall be submitted to the Senior Vice Chancellor, Academic Affairs, who shall submit his or her recommendation and that submitted by the campus president, along with all relevant documents, to the Chancellor.

VII. General Education Advisory Committee

A system wide **Advisory Committee on General Education** is hereby established. While it is important that the membership of this committee be broadly based, the membership will in largest part be drawn from the instructional faculty of the California State University. Liaison membership from the instructional faculty of the California Community Colleges may be included as well.

The responsibilities of this committee will be as follows:

A. To review and propose any necessary revisions in the objectives, requirements, and implementation of CSU General Education-Breadth policy to ensure high quality general education.

B. To continue to study general education policies and practices inside and outside the system and, as appropriate, to stimulate intersegmental discussion of the development of general education curricula.

C. To review the implications of CSU General Education-Breadth policy for students transferring to the CSU and for the institutions from which they transfer, and to propose any necessary adjustments to pertinent policies and practices.

D. To report as appropriate to the Chancellor and the Board of Trustees.

The Chancellor or the Senior Vice Chancellor, Academic Affairs, may from time to time request the committee to address and provide advice on other issues related to development and well-being of General Education Breadth policy and programs in the California State University.

VIII. Certification by Non-CSU Regionally Accredited Institutions of Transfer Students ' Fulfillment of CSU General Education-Breadth Requirements

A. Premises

1. It is the joint responsibility of the public segments of higher education to ensure that students are able to transfer without unreasonable loss of credit or time.

2. The faculty of an institution granting the baccalaureate degree have primary responsibility for maintaining the integrity of the degree program and determining when requirements have been met.

3. There shall ordinarily be a high degree of reciprocity among regionally accredited institutions in the absence of specific indications that such reciprocity is not appropriate.

B. Conditions for Participation

Any institution that is accredited by a recognized regional accrediting association and that offers the BA or BS degree or the first two years of such degree programs may participate in General Education-Breadth certification if it agrees to the following provisions:

1. The participating institution shall designate a liaison representative who shall participate in various orientation activities and provide other institutional staff with pertinent information.

2. The participating institution shall identify for certification purposes those courses or examinations that fulfill the objectives set forth in Section m of this Executive Order and such additional objectives as may be promulgated by the Chancellor of the California State University.

   a. The courses and examinations identified should be planned and organized to enable students to acquire abilities, knowledge, understanding, and appreciation as interrelated elements, not as isolated fragments.
   b. Interdisciplinary courses or integrated sets of courses that meet multiple objectives of the CSU General Education-Breadth Requirements may be appropriate components of general education (c.f. Subsections A-5 and A-7 of Section [1).
   c. Credit units of an interdisciplinary course or integrated set of courses may be distributed among different areas of general education, as appropriate.

3. The CSU Office of the Chancellor, Division of Academic Affairs, shall maintain a list of participating institutions' courses and examinations that have been identified and accepted for certification purposes.

   a. Each entry in the list shall include specification of the area or areas and objectives to which the course or examination relates and the number of units associated with each area or objective. (See Attachment A.)

   b. The list shall be updated annually. Each participating institution shall transmit annually to the CSU Office of the Chancellor, Division of Academic Affairs, any proposed changes to its portion of the list. If a course is to be added or if the specification of areas and objectives for a course is to be modified, the participating institution shall include in its submission the approved course outline. If a course is part of an integrated set of courses, the submission shall identify the set and describe how the course complements the others in the set.

   c. As of the effective date of this executive order, the list will include all entries that were submitted by participating institutions and not identified for challenge under the provisions of Executive Order 342. Recognizing the integrity of faculty

curricular review processes in participating institutions, the CSU expects that proposed updates will generally be acceptable. However, after the effective date of this executive order, additions or modifications of entries shall be reviewed by a subcommittee of the Advisory Committee on General Education for congruence with the areas and objectives specified. The subcommittee is to be drawn from the instructional faculty of the California State University. The subcommittee may ask the participating institution for additional materials and is encouraged to consult faculty from the California State University or California Community Colleges who have relevant expertise. The subcommittee may refer decision on acceptance of the course to the Advisory Committee on General Education. A course that is reviewed and determined to be inconsistent with the objectives with which it has been associated will not be added to the list.

d. A copy of the list shall be made available in printed or electronic form to any CSU campus or participating institution. Participating institutions are free to share their course outlines and communications from the CSU about those course outlines with other participating institutions.

e. The participating institution shall be responsible for reviewing periodically its portion of the list to assure that entries continue to be appropriate and to reflect current knowledge in the field. It is also responsible for reapproving entries that are found to have remained appropriate and for directing to the subcommittee of the Advisory Committee on General Education any questions such updating of the courses may have raised as to their congruence with CSU General Education-Breadth areas and objectives.

4. The participating institution shall report certification for individual students in a format to be specified.

C. Acceptance of Certification

CSU campuses shall accept full certification or subject-area certification, as defined below, by participating institutions. Students admitted to a CSU campus with full certification may not be held to any additional lower- division general education requirements; students admitted to a CSU campus with subject-area certification may not be held to any additional lower-division general education coursework in the subject areas certified. Neither full certification nor subject-area certification exempts students from unmet lower-division graduation requirements that may exist outside of the general education program of the campus awarding the degree.

1. To qualify for full certification, a student must satisfactorily complete no fewer than 39 lower division semester units or 58 lower-division quarter units of instruction appropriate to meet the objectives of Sections m and V. The units must be distributed as follows, except as specified in Subsection 3 below:

a. In Area A, no fewer than nine semester units (12-15 quarter units), including instruction in oral communication, written communication and critical thinking.

b. In Area B, no fewer than nine semester units (12-15 quarter units), including

instruction in physical science and life science at least one part of which must include a laboratory component -and mathematics/quantitative reasoning.

c. In Area C, no fewer than nine semester units (12-15 quarter units), with at least one course in the arts and one in the humanities (see Attachment A).

d. In Area D, no fewer than nine semester units (12-15 quarter units), with courses taken in at least two disciplines (see Attachment A).

e. In Area E, no fewer than three semester units (65 quarter units).

2. To qualify for subject-area certification, a student must satisfactorily complete instruction appropriate to meet the objectives of one or more subsections of Section V. The units must be distributed as follows, except as specified in Subsection 3 below:

a. For Area A, no fewer than nine semester units (12-15 quarter units), including instruction in oral communication, written communication, and critical thinking. A single course may not he certified as meeting more than one subarea for any given student.

b. For Area B, no fewer than nine semester units (12-15 quarter units), including instruction in physical science and life science at least one part of which must include a laboratory component-and mathematics/quantitative reasoning. A single course may not be certified as meeting more than one subarea for any given student, except for laboratory components incorporated into a physical or life science course.

c. For Area C, no fewer than nine semester units (12-15 quarter units), with at least one course in the arts and one in the humanities (see Attachment A).

d. For Area D, no fewer than nine semester units (12-15 quarter units), with courses taken in at least two disciplines (see Attachment A).

e. For Area E, no fewer than three semester units (4-5 quarter units).

3. Exceptions to restrictions above may be made for programs in which instruction is integrated into a set of courses or into interdisciplinary courses designed to meet multiple objectives. Interdisciplinary courses in this case would be expected to be offered at an appropriately greater number of units.

D. Limitations on Certification of Students

1. A participating institution may not certify a student for more than 39 semester units or equivalent. If more than one participating institution certifies a student, the CSU campus granting the degree need not accept certification for more than 39 semester units or equivalent.

2. A CSU campus need accept as certified for a given subject area no more than the

minimum numbers of units specified in Subsections A through E in Section V above.

3. A participating institution may certify a student for no more than 30 semester units (45 quarter units) total in subject areas B through D combined. If more than one participating institution certifies a student, the CSU campus granting the degree need not accept certification for more than 30 semester units (45 quarter units) total in subject areas B through D combined.

4. Baccalaureate-granting institutions certifying a student for units earned in upper-division courses or examinations may provide certification only for those units that were completed during or after the term in which the student achieved upper-division status (i.e., earned a total of at least 60 semester units or 90 quarter units).

5. A participating institution may certify completion of courses or examinations taken at other eligible institutions, provided that all such courses and examinations would be identified for certification purposes by the institution offering them. If so identified, those courses and examinations shall contribute to qualification of a student for full certification or subject-area certification, as appropriate.

6. Upon transfer, no student shall be required to complete more units in general education-breadth than the difference between the number certified in accordance with this executive order and the total units in general education-breadth required by the campus granting the degree.

IX. Lower-Division General Education Reciprocity Among CSU Campuses

A. Lower-division general education requirements designated by CSU campuses as having been satisfactorily completed in their entirety shall be recognized as fulfilling all lower division general education requirements of the CSU campus granting the baccalaureate degree without regard to differences that may exist between the two programs. (A course or examination is to be regarded as satisfactorily completed if the student's performance meets the minimum standards for full acceptance toward satisfying a requirement as set by the campus at which the course or examination was taken.) For the purposes of this section, completion of lower-division general education requirements is equivalent to qualification for full certification, as defined in Subsection C of Section VIII above. Transfer students admitted with documentation of full lower-division general education program completion at another CSU campus may not be held to any additional lower-division general education requirements by the campus awarding the degree.

B. Lower-division general education subject-area requirements designated by CSU campuses as having been satisfactorily completed, shall be recognized as fulfilling the corresponding subject-area general education requirements of the CSU campus granting the baccalaureate degree without regard to differences that may exist in the configuration of the two programs or in the content of the subject area. For the purposes of this section, completion of lower-division general education subject-area requirements is equivalent to qualification for subject-area certification, as defined in Subsection C of Section VIII above. Transfer students admitted with documentation of completion of one or more general education subject areas at another CSU campus

may not be held to any additional lower-division general education requirements in that subject area by the campus awarding the degree.

C. The provisions of Subsections A and B of this section do not exempt students from unmet lower-division graduation requirements of the CSU campus awarding the degree, or from lower-division courses required by individual baccalaureate majors at the CSU campus awarding the degree.

D. Students seeking to transfer under the provisions of this section shall be responsible for requesting verification that lower-division general education program or subject-area requirements have been met. Upon the request of a currently or formerly enrolled student, the CSU campus from which the student seeks to transfer shall determine the extent to which that student has satisfactorily completed the lower division general education requirements in each subject area, and shall provide official documentation of such completion.

November 20, 1992 Barry Munitz, Chancellor

IGETC G.E. Subject Area Designators

Area 1:	**English Communication** (Two to three courses, 9 sem/10-14 qtr units)	
	English Composition	1A
	Critical Thinking - English Composition	1B
	Oral Communication (CSU only)	1C
Area 2:	**Mathematics / Quantitative Reasoning** (One course, 3 semester/4-5 quarter units)	
Area 3:	**Arts and Humanities** (At least three courses, one from the Arts and one from the Humanities, 9 semester/12-15 quarter units)	
	Arts	3A
	Humanities	3B
Area 4:	**Social and Behavioral Sciences** (At least three courses from at least two disciplines or an interdisciplinary sequence, 9 semester/12-15 quarter units)	
	Anthropology and Archaeology 4A	4A
	Economics 48	4B
	Ethnic Studies 4C	4C
	Gender Studies 4D	4D
	Geography 4E	4E
	History 4F	4F
	Interdisciplinary, Social and Behavioral Sciences 4G	4G
	Political Science, Government and Legal Institutions 4H	4H
	Psychology 41	4I
	Sociology and Criminology 4J	4J
Area 5	**Physical and Biological Sciences** (At least two courses, one Biological Science and one Physical Science, at least one must include a laboratory, 7-9 sem/9-12 qtr units)	
	Physical Sciences	5A
	Biological Sciences	5B

The Intersegmental General Education Transfer Curriculum (IGETC)

Board of Governors: California Community Colleges
March 15, 1991

Completion of the Intersegmental General Education Transfer Curriculum (IGETC) will permit a student to transfer from a community college to a campus in either the California State University or University of California system without the need, after transfer, to take additional lower-division, general education courses to satisfy campus G.E. requirements.

It should be noted that completion of the IGETC is not a requirement for transfer to CSU or UC, nor is it the only way to fulfill the lower-division, general education requirements of the CSU or UC prior to transfer. Depending on a student's major and field of interest, the student may find it better to take courses fulfilling the CSU's general education requirements or those of the UC campus or college to which the student plans to transfer. Students pursuing majors that require extensive lower-division preparation may not find the Intersegmental General Education Transfer Curriculum option to be advantageous.

Since the development of the 1960 Master Plan, ease of transfer has been the cornerstone of California's three-tiered system of higher education. Transfer issues were therefore central to the concerns of Commissioners and Legislators who recently examined and "renewed" the Master Plan for Higher Education in California.

The Academic Senates of the University of California, the California State University, and California Community Colleges responded early and quickly to the concerns about transfer raised by the Legislature and the Commission to Review the Master Plan. Among those concerns was a recommendation for the creation of a general education transfer curriculum. As faculty we share fundamental convictions about the purposes of General Education. General Education should develop students' abilities to think; general education courses should not merely transmit information, but should require analysis, criticism, and synthesis. One of the most effective tools for achieving these goals is the written essay, evaluated with attention to the quality of its writing as well as the accuracy of its content, and as appropriate, general education courses should require significant amounts of writing. In addition, speaking, listening, and reading are important skills that general education courses should foster. Participation in the intellectual and cultural life of our society requires ability in verbal communication of all kinds.

Courses in the transfer curriculum should be culturally broad in their conception. They should help students understand the nature and richness of human culture and social structures through a comparative approach and have a pronounced historical perspective. They should recognize the contributions to knowledge, civilization 7 and society that have been made by women and members of minority groups.

Similarly, one of the most useful things that students should get from their general education is an understanding of the modes of inquiry that characterize the different areas of human thought:

the nature of the questions that can be addressed, the way questions are formulated, the way analysis is conducted, and the validity and implications of the answers obtained. General education should be intellectually challenging; indeed, it must be to do a responsible job of preparing students for entry into the upper division of our four-year institutions and for full participation in the life of the state. It is equally clear that participation in such a curriculum itself requires adequate preparation. General education builds upon adequate high school preparation, and poor preparation may require students to take remedial courses prior to entry into the transfer curriculum.

Both the California State University and the University of California have a specific American Institutions requirement that is separate from their general education requirements. Completion of the Intersegmental General Education Transfer Curriculum will not satisfy this requirement.

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

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

Subject Area: English Communication

(3 courses; 9 semester, 12-15 quarter units)*

Note: Students transferring to UC do not have to meet the oral communication requirement.

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

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

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

Subject Area: Mathematical Concepts and Quantitative Reasoning

(1 course; 3 semester, 4-5 quarter units)

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

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

Subject Area: Arts and Humanities

(at least 3 courses; 9 semester, 12-15 quarter units)

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

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

The Arts and Humanities historically constitute the heart of a liberal arts general education

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

Subject Area: Social and Behavioral Sciences

(at least 3 courses: 9 semester. 12-15 quarter units)

The Social and Behavioral Sciences requirement shall be fulfilled by completion of at least three courses dealing with individual behavior and with human social, political, and economic institutions and behavior in a minimum of two disciplines or in an interdisciplinary sequence. The pattern of coursework completed shall ensure opportunities for students to develop understanding of the perspectives and methods of the social and behavioral sciences. Problems and issues in these areas should be examined in their contemporary, historical, and geographical settings. Students who have completed this requirement shall have been exposed to a pattern of coursework designed to help them gain an understanding and appreciation of the contributions and perspectives of women and of ethnic and other minorities and a comparative perspective on both Western and non-Western societies. The material should be presented from a theoretical point of view and focus on core concepts and methods of the discipline rather than on personal, practical, or applied aspects. Courses used to satisfy the CSU United States History, Constitution and American Ideals requirement, and the UC American History and Institutions requirement may not be counted in this area but may be taken prior to transfer.

Courses in the Social and Behavioral Sciences allow students to gain a basic knowledge of the cultural and social organizations in which they exist as well as the behavior and social organizations of other human societies. Each of us is born into, lives, and must function effectively within an environment that includes other individuals. People have, from earliest times, formed social and cultural groups that constitute the framework for the behavior of the individual as well as the group. Inclusion of the contributions and perspectives of women and of ethnic and other minorities as part of such study will provide us a more complete and accurate view of the world and will enrich our lives.

Subject Area: Physical and Biological Sciences

(at least 2 courses: 7-9 semester, 9-12 quarter units)

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

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

OTHER

Language Other Than English*

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

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

SUMMARY

Completion of the Intersegmental General Education Transfer Curriculum (IGETC) will permit a student to transfer from a community college to a campus in either the California State University or University of California system without the need, after transfer, to take additional lower-division, general education courses to satisfy campus general education requirements.

It should be noted that completion of the IGETC is not a requirement for transfer to CSU or UC, nor is it the only way to fulfill the lower-division, general education requirements of CSU or UC prior to transfer. Depending on a student's major and field of interest, the student may find it advantageous to take courses fulfilling CSU's general education requirements or those of the UC campus or college to which the student plans to transfer.

Comparison of CSU and IGETC G.E.

Comparison of California State University General Education Breadth Certification Pattern and Intersegmental General Education Transfer Curriculum

CSU General Education - Breadth Pattern (lower-division)	Intersegmental General Education Transfer Curriculum
To view full document please see: http://www.curriculum.cc.ca.us/Curriculum/PROJECT/ORPAKII.htm#E0595	To view full document please see: http://www.curriCUlum.cc.ca.us/curriculum/PROJECT/ORPAKII.htm#IGETcBOG
Area A: Communication in the English Language and Critical Thinking **• Oral Communication** **• Written Communication** **• Critical Thinking** Instruction approved for fulfillment of the requirement in communication is to be designed to emphasize the content of communication as well as the form and should provide an understanding of the psychological basis and the social significance of communication, including how communication operates in various situations. Applicable course(s) should view communication as the process of human symbolic interaction focusing on the communicative process from the rhetorical perspective: reasoning and advocacy, organization, accuracy; the discovery, critical evaluation and reporting of information; reading and listening effectively as well as speaking and writing. This must include active participation and practice in written communication and oral communication. Instruction in critical thinking is to be designed to achieve an understanding of the relationship of language to logic, which should lead to the ability to analyze, criticize and advocate ideas, to reason inductively and deductively, and to reach factual or judgmental conclusions based on sound inferences drawn from unambiguous statements of knowledge or belief. The minimal competence to be expected at the successful conclusion of instruction in critical thinking should be the demonstration of skills in elementary inductive and deductive processes, including an understanding of the formal and informal fallacies of language and thought, and the ability to distinguish matters	**Area 1: English Communication** **• English Composition** **• Critical Thinking - English Composition** **• Oral Communication (CSU only)** Successful completion of the course in Reading and Written Composition shall be prerequisite to the course in Critical Thinking English Composition. The second semester of English Composition required by the University of California may be met by those courses in Critical Thinking taught in a variety of disciplines which provide, as a major component, instruction in the composition of substantial essays and require students to write a sequence of such essays. Written work shall be evaluated for both composition and critical thinking. Texts chosen in this area should reflect an awareness of cultural diversity. Courses designed exclusively for the satisfaction of remedial composition cannot be counted towards fulfillment of the English Composition requirement. At least one course shall be completed in the Arts and one in the Humanities. Within the Arts area, performance and studio classes may be credited toward satisfaction of this subject area if their major emphasis is the integration of history, theory, and criticism. Courses used to satisfy the CSU United States History, Constitution and American Ideals requirement, and the UC American History and Institutions requirement may not be counted in this area but may be taken prior to transfer.

of fact from issues of judgment or opinion.	
Area B: Physical Universe and Its Life Forms **• Physical Science** **• Life Science** **• Laboratory Activity** **• Mathematics/Quantitative Reasoning** Instruction approved for the fulfillment of this requirement is intended to impart knowledge of the facts and principles, which form the foundations of living and non-living systems. Such studies should promote understanding and appreciation of the methodologies of science as investigative tools, the limitations of scientific endeavors: namely, what is the evidence and how was it derived? In addition, particular attention should be given to the influence which the acquisition of scientific knowledge has had on the development of the world's civilizations, not only as expressed in the past but also in present times. The nature and extent of laboratory experience is to be determined by each campus through its established curricular procedures. In specifying inquiry into mathematical concepts and quantitative reasoning and their application, the intention is not to imply merely basic computational skills, but to encourage as well the understanding of basic mathematical concepts.	**Area 2: Mathematics / Quantitative Reasoning** The Mathematical Concepts and Quantitative Reasoning requirement shall be fulfilled by completion of a one-semester course in Mathematics or Statistics above the level of Intermediate Algebra, with a stated course prerequisite of Intermediate Algebra. Courses on the application of statistics to a single discipline may not be used to fulfill this requirement. An appropriate course in statistics must emphasize the mathematical bases of Statistics, probability theory and estimation, application and interpretation, uses and misuses, and the analysis and criticism of statistical arguments in public discourse. **Area 5: Physical and Biological Sciences** **• Physical Science** **• Life Science** **• Laboratory Activity** The Physical and Biological Sciences requirement shall be fulfilled by completion of at least two courses, one of which is in Physical Science and one in Biological Science, at least one of which incorporates a laboratory. Courses must emphasize experimental methodology, the testing of hypotheses, and the power of systematic questioning, rather than only the recall of facts. Courses that emphasize the interdependency of the sciences are especially appropriate for non-science majors.
Area C: Arts, Literature, Philosophy, and Foreign Languages **• Arts** **• Humanities** Instruction approved for the fulfillment of this requirement should cultivate intellect, imagination, sensibility and. Sensitivity. It is meant in part to encourage students to respond subjectively as well as objectively to experience and to develop a sense of the integrity of emotional and intellectual response. Students should be motivated to cultivate and refine their affective as well as cognitive and physical faculties through studying great works of the human imagination, which could include active participation in individual esthetic, creative	**Area 3: Arts and Humanities** **• Arts** **• Humanities** The Arts and Humanities requirement shall be fulfilled by completion of at least three courses, which encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic and cultural importance. Students who have completed this requirement shall have been exposed to a pattern of coursework designed to develop an historical understanding of major civilizations and cultures, both Western and non-Western, and an understanding and appreciation of the contributions and perspectives of women and of

experience. Equally important is the intellectual examination of the subjective response, thereby increasing awareness and appreciation in the traditional humanistic disciplines such as art, dance, drama, literature and music. The requirement interrelationship between the creative arts, the humanities and self. Studies in these areas should include exposure to both Western cultures and non-Western cultures. Foreign language courses may be included in this requirement because of their implications for cultures both in their linguistic structures and in their use in literature; but foreign language courses that are approved to meet a portion 9fthis requirement are to contain a cultural component and not be solely skills acquisition courses. Campus provisions for fulfillment of this requirement must include a reasonable distribution among the categories specified as opposed to the completion of the entire number of units required in one category.	ethnic and other minorities. In the Arts, students should also learn to develop an independent and critical aesthetic perspective.
Area D: Social Political, and Economic Institutions and Behavior: Historical Backgrounds Instruction approved for fulfillment of this requirement should reflect the fact that human social, political and economic institutions and behavior are inextricably interwoven. Problems and issues in these areas should be examined in their contemporary as well as historical setting, including both Western and non-Western contexts. Campus provisions for fulfillment of this requirement must include a reasonable distribution among the categories specified as opposed to completion of the entire number Of units required in one category.	**Area 4: Social and Behavioral Sciences** The Social and Behavioral Sciences requirement shall be fulfilled by completion of at least three courses dealing with individual behavior and with human social, political, and economic institutions and behavior in a minimum of two disciplines or in an interdisciplinary sequence. The pattern of coursework completed shall ensure opportunities for students to develop understanding of the perspectives and methods of the social and behavioral sciences. Problems and issues in these areas should be examined in their contemporary, historical, and geographical settings. Students who have completed this requirement shall have been exposed to a pattern of coursework designed to help them gain an understanding and appreciation of the contributions and perspectives of women and of ethnic and other minorities and a comparative perspective on both Western and non-Western societies. The material should be presented from a theoretical point of view and focus on core concepts and methods of the discipline rather than on personal, practical, or applied aspects. Courses used to satisfy the CSU United States History, Constitution and American Ideals requirement, and the UC American History and Institutions requirement may not be counted in this area but may be taken prior to transfer.

Area E: Lifelong Understanding and Self-Development	**Area 6: Language Other Than English (UC only)**
Instruction approved for fulfillment of this requirement should facilitate understanding of the human being as an integrated physiological, social, and psychological organism. Courses developed to meet this requirement are intended to include selective consideration of such matters as human behavior, sexuality, nutrition, health, stress, key relationships of humankind to the social and physical environment, and implications of death and dying. Physical activity could be included, provided that it is an integral part of the study described herein.	Students shall demonstrate proficiency in a language other than English equal to two years of high school study. Those students who have satisfied the CSU or UC freshman entrance requirement in a language other than English will have fulfilled this requirement. This requirement may also be satisfied by demonstration of equivalent proficiency prior to transfer.

For CSU Executive Order #405: *United States History, Constitution and American Ideals* please see: http://www.calstate.edu/tier3/EO/IO-405.pdf

Matriculation Regulations and Levels of Scrutiny

MATRICULATION REGULATIONS ON ESTABLISHING ADVISORIES, REQUISITES AND LEVELS OF SCRUTINY

The establishment of all prerequisites, co-requisites, advisories and limitations on enrollment must follow a process outlined in Title 5 of the California Administrative Code, Sections 55200-55201. The intent of this process is to promote student success, requiring that each course having a requisite or advisory identify the skills or knowledge necessary or recommended for students to succeed and that each such course insure that any limitations on student access to classes are thoroughly justified.

Title V outlines two separate levels of curriculum content analysis to safeguard student access and promote student success. The minimal step for establishing all advisories, requisites, and limitations on enrollment is called *Level* 1: *Content Review.* An additional step required to establish most requisites and limitations on enrollment is a process called *Level* 2: *Level* of *Scrutiny.* The definitions and requirements for each type or enrollment restriction are outlined below:

DEFINITIONS

Advisories:
Advisories are conditions of enrollment that are recommended to students prior to enrolling in particular courses or programs. They are intended to identify skills or knowledge that will enhance a student's learning experience, but without which, the student may still succeed. Advisories require only a Level 1 Content Review.

Requisites--Prerequisites and Co-requisites:
Requisites are conditions of enrollment that students are required to meet, either prior to (prerequisites) or concurrent with (co-requisites), a student's enrolling in particular courses or programs. A requisite signifies the skills or knowledge described in the requisite are essential to students' successful completion of the course or program and that it is highly unlikely that students will succeed without specified skills or knowledge (failure is defined as "0", "F", or "NC" in the final course grade.) Requisites require both Level 1: Content Review and Level 2: Levels of Scrutiny.

Limitations on Enrollment:
Limitations on enrollment are conditions that are driven by health and safety considerations; statutory, regulatory, or contractual requirements; athletic or artistic performance requirements; or student cohorts, i.e. Honors. Limitations on Enrollment require both Level 1: Content Review and Level 2: Levels of Scrutiny.

Note: Advisories or requisites must apply to every section of a course and must not be dependent upon a particular instructor's approach or delivery of a course.

PROCESSES FOR ESTABLISHING ADVISORIES, REQUISITES OR ENROLLMENT LIMITATIONS

LEVEL 1: CONTENT REVIEW

Level I "Basic Content Review" required for all advisories, requisites, and limitations on enrollment, is defined by Title 5, Section 55200(f) as a rigorous, systematic process, approved by the Chancellor as part of the district matriculation plan required under Section 55510, which is conducted by faculty to identify the necessary and appropriate body of knowledge or skills students need to possess prior to enrolling in a course, or which students need to acquire through concurrent enrollment in a co-requisite course.

Specific Forms and Directions for Conducting a Level 1 Content Review are found in Section II. At a minimum, Content Review must include the following steps, which are excerpted from Section I.C.3 (a) of the *Model District Policy:*

i. Involvement of faculty with appropriate expertise in the discipline;
ii. Consideration of course objectives set by relevant department(s);
iii. Basis for the content review is a detailed course outline of record, tests, related instructional materials, course format, e.g. delivery mode, type and number of examinations, and grading criteria;
iv. Specification of the body of knowledge and/or skills deemed necessary prior to and/or concurrent with enrollment;
v. Identification and review of the prerequisite or co-requisite that develops the body of knowledge and/or skills;
vi. Matching of the knowledge and skills in the targeted course (identified under 'iv') with those developed or measured by the prerequisite or co-requisite, and
vii. Documentation that the above steps were followed, according to forms provided by the (De Anza Curriculum Committee.)

LEVEL 2: ADDITIONAL LEVEL OF SCRUTINY FOR REQUISITES AND LIMITATIONS ON ENROLLMENT: Documented Content Review [Model District Policy II.A.1.b.]

In addition to completing a "Basic Content Review", requisites and other limitations on enrollment must undergo another process called *level of scrutiny.* Because students might be blocked from registering in classes with requisites that students might not have, establishment of a requisite may occur only after an appropriate level of scrutiny has been applied. Please see the following "Model District Policy-Levels of Scrutiny for Establishing Requisites and Limitations on Enrollment-"- for a matrix of the types of Level 2 Scrutiny. As of Spring 2003, the only Levels of Scrutiny that the Curriculum Committee has procedures for are listed below:

1. Standard Scrutiny for Transfer Classes:
   Requires Content Review as well as documentation that at least three campuses of UC or CSU offer the equivalent course with the equivalent requisite(s), e.g. science or

foreign language prerequisites. (II.A.1.a). Any combination of UC or CSU requirements is acceptable.

2. Health and Safety:
   The requisite, such as knowledge of safety procedures for a laboratory class, is necessary to ensure the health and safety of the student and others before entering the course. A documented content review listing in the course outline the specific skills a student must possess in order to be ready to take the course, is required.

3. Government Regulations:
   The requisite is expressly required or authorized by local, state or federal statute or regulation. State the statute in the course outline and on the "Review Form for Establishing Advisories, Co-requisites, Prerequisites, and Limitations on Enrollment."

4. Limitations on Enrollment:
   Please see the different types of Limitations on Enrollment in the Appendix "Model District Policy: Levels of Scrutiny for Establishing Requisites and Limitations on Enrollment.

MODEL DISTRICT POLICY:
LEVELS OF SCRUTINY FOR ESTABLISHING
REQUISITES AND LIMITATIONS ON ENROLLMENT

TYPE OF REQUISITE / LIMITATION ON ENROLLMENT	TYPE OF SCRUTINY
LEVEL 2: **A) Standard** (for transfer classes)	Requires Content Review as well as documentation that at least three campuses of UC or CSU offer the equivalent course with the equivalent requisite(s), e.g. science or foreign language prerequisites. (II.A.1.a). Any combination of UC or CSU Requirements is acceptable.
B) Sequential: (within and/or across disciplines/sequences)	Skills, concepts and/or information taught in the first course are presupposed in the second course, e.g. science prerequisites for programs in the health professions. Based on a documented content review, the outline of record for the second course lists the specific skills and/or knowledge from the first class in a sequence that a student must possess in order to be successful. "In a sequence" does not imply that the courses are numbered sequentially or even that they are in the same discipline.
C) Communication or Computation Skills (when requisite to courses outside English and Mathematics)	Courses in Communication. or Computation Skills required for courses in other disciplines, such as Eng. 1A for Poly Sci, must provide a documented content review, which lists in the course outline the specific skills a student must possess in order to be ready to take the course and .data collection from research to validate that need. If students are deemed highly unlikely to succeed without certain skills, the requisite maybe established for a period of no more than two years while research is conducted.
Assessment Test and Cut Scores	A designated level of performance in an assessment process is required prior to enrollment in a course. Data, such as multiple measures, a disproportionate impact study, or validated cut-off scores must be collected to validate assessment instruments and their cut scores in accordance with Title 5 regulations.
Program Requisite	A requisite for access to a program must be approved as provided for as a requisite for at least one course required in that program, e.g. a certain level of math to enter the Nursing Program. A documented content review, listing in the course outline the specific skills a student must possess in order to be ready to take the course, is required.

Health and Safety	The requisite, such as knowledge of safety procedures for a laboratory class, is necessary to ensure the health and safety of the student and others before entering the course. A documented content review, listing in the course outline the specific skills a student must possess in order to be ready to take the course, is required.
Government Regulations	The requisite is expressly required or authorized by local, state or federal statute or regulation. State the statute in the course outline and on the "Review Form for Establishing Advisories, Corequisites, Prerequisites, and Limitations on Enrollment".
Non-Course Prerequisites: Recency and Other Measures of Readiness, such as HSGPA	A documented content review listing the specific skills a student must possess in order to be ready to take the course is to be included in the course outline of record. Additionally, data are to be gathered *according* to sound research practices that demonstrate that a student is highly unlikely to receive a satisfactory grade in the course unless the student has met the proposed requisite.
Limitation on Enrollment: Performance—Auditions/Try-outs	Auditions or try-outs for music, drama, dance, or athletics may be requisite for courses that include public performance or intercollegiate competition as long as (a) the performance course is not the sole means for meeting a certificate or degree requirement; (b) the course outline of record lists each certificate or associate degree requirement that the course meets along with any other course(s) meeting the same requirement; (c) the Program Review process will include a determination of whether or not there is disproportionate impact on historically underrepresented groups. Content Review is not required.
Limitation on Enrollment: Honors Courses	An Honors course may have a limitation on enrollment only if there are other sections satisfying the same degree/certificate requirement(s). If the limitation is for an honors course and not only for an honors section, the course outline of record must list each certificate or associate degree requirement that the course meets along with any other course(s) meeting the same requirement. Content Review is not required.
Limitation on Enrollment: Blocks of Courses or Cohorts	Blocks of courses or blocks of sections of courses are two or more courses or sections for which enrollment is limited in order to create a cohort of students. If the cohort is created through limitation on enrollment in courses rather than limitations on specific sections of courses, the course outline of record must list each certificate or associate degree requirement that the course meets along with any other course(s) meeting/the same requirement. Content Review is not required.

California Education Code Title 5, Chapter 6

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

- Excerpt from Title 5, Chapter 6

For full and complete detail on California Education Code, Title 5, Chapter 6 visit the California Community College System Office website, http://www.cccco.edu, or click on this link to access the Title 5 PDF file that was downloaded from the website on July 2008.

Curriculum Resources

The Curriculum Committee Co-Chairs will make every effort to keep committee members informed and updated on curriculum issues from the state and De Anza College Academic Senate. The following websites are good resources if you would like to research and gain knowledge on Title V, articulation, and the latest news concerning community colleges curriculum issues.

- California Community Colleges Chancellor's Office
  http://www.cccco.edu/
- Title V Education Code
  http://www.leginfo.ca.gov/.html/edc_table_of_contents.html
- California Community Colleges Academic Senate
  http://www.asccc.org/
- De Anza College Academic Senate
  http://faculty.deanza.edu/academicsenate/
- De Anza Articulation Office
  http://dacarticulation.awardspace.com/
- De Anza College Curriculum Committee
  http://dilbert.fhda.edu/curriculum/

Curriculum Office Staff

De Anza College Curriculum Office is opened during the fall, winter, spring, and summer quarters, five days a week, except for summer quarter. Please contact or visit the Curriculum Office if you have any curriculum questions or concerns, and/or if you need ECMS trainings or assistance.

Curriculum Office
De Anza College
Administrative Bldg, #140
21250 Stevens Creek Boulevard
Cupertino, California 95014

Curriculum Staff:
Mary Clark (408) 864-8379
Mi Chang (408) 864-8544
Kim Te (408) 864-8941

If you have ECMS questions or comments, please send an email to ecmsadmin@fhda.edu.

If you have curriculum questions or comments, please send an email to curriculum@fhda.edu.

Frequently Asked Questions

Q: What do I submit to the Curriculum Office?
ANSWER: For course revision and creation submission instructions, procedures and forms please see "Course (Creation & Revision)—Procedures & Forms" section of this Guide, and for certificate/degree submission instructions, procedures and forms please see "Certificate and Degree (Creation & Revision)—Procedures & Forms" section of this Guide.

Q: Who do I contact for assistance on how to revise my course outline?
ANSWER: Contact your division curriculum representative, visit the Curriculum Committee website (http://dilbert.fhda.edu/curriculum/) for this academic year's committee members.

Q. When will my course be reviewed and do I have to attend the meeting?
ANSWER: To make the following week's Curriculum agenda, you must get your paperwork in one week in advance, by Tuesday at 12pm. The Curriculum Committee Secretary will inform you by email when your course will be up for review. YES, you have to be present in the meeting when your course is up for review; if you are not able to attend the meeting, you must

ask your division curriculum representative to fill in for you. The Curriculum Committee will table your course if no one is available to present the course.

Q. My course was approved, but there were technical clean-up/recommended/required changes, what does this mean, and when do I have to get these changes done?

ANSWER: The Curriculum Committee classifies changes in 3 categories: technical clean up, required, and recommended. You must do the technical clean-up and required changes. Recommended changes are at your discretion, you can choose to do or not do them. You have 2 WEEKS to revise your course outline and resubmit them to the Curriculum Office (Mary Clark), if you miss this deadline then you risk the possibility of losing the APPROVAL status for your course.

Q. The Curriculum Committee only asked for a few technical clean-ups, can the Curriculum Office do them for me?

ANSWER: No. If the Curriculum Office does it for one person, the Curriculum Office will also have to do it for other Curriculum Writers, and this can add up to a lot of work when you consider the number of courses the Curriculum Committee approves each academic year.

Q. What are the definitions of lecture, lecture-laboratory, and laboratory classes?

ANSWER: The Curriculum Development Guide defines:

- LECTURE = the whole class is uniformly engaged in the academic activity.
- LECTURE-LABORATORY = the whole class is uniformly engaged in an academic activity that integrates dissemination of information and guided, hands-on experience.
- LABORATORY = students work independently, with individual guidance from an instructor on a need or request basis (not uniformly).

Q. How do I determine the number of hours I would need for my course?

ANSWER: Depending on how your course is categorized, here is a guideline on how to determine the number of hours per week for your course:

- Lecture - 1 unit = 1 hour/week
- Lecture-laboratory - 1 unit = 2 hours/week
- Laboratory - 1 unit = 3 hours/week

Q. What is the Curriculum Committee's guideline for course numbering?

ANSWER: The Curriculum Development Guide categorizes:

- 1 - 49: Courses numbered in this range indicate transferability to the UC system. However, this numbering cannot be assigned to new courses until the articulation agreement has been made with UC by the Articulation Officer. Therefore, check off UC transfer status on the Curriculum Proposal Cover Sheet, and use a number from 50-99. The Articulation Officer will notify you of the articulation status and work with you to designate a new number between 1-49 when approved.
- 50 - 99: Courses numbered in this range indicate transferability to the CSU system. If the course is transferable to both CSU and UC systems, then the course may be numbered in the 1-49 range.
- 100 - 199: Courses numbered in this range are non-transferable, but they are credit and degree applicable.

- 200 - 299: Courses numbered in this range are non-transferable, and non-degree applicable but they are credit courses.500 - 599: Courses numbered in this range are non-transferable, non-credit, and non-degree applicable.

Q. How do I get a new number for a course I am developing?
ANSWER: Contact the Curriculum/Catalog Coordinator.

Q. How do I change a number for an existing course?
ANSWER: Submit a memo to the Curriculum Office with the division dean's signature.

Q. How do I change a course title?
ANSWER: Submit a memo to the Curriculum Office with the division dean's signature.

Q. What if my course is NOT approved for articulation with a UC or CSU?
ANSWER: Contact the Articulation Officer for assistance.

Q. What effective date do I put for my course?
ANSWER: The effective date is the catalog year that your course revision or creation will go into, for example if you update or create your course in Fall 2008, the effective date would be Fall 2009.

Q. How do I get an "other business" item on the curriculum agenda?
ANSWER: Contact the Curriculum Committee Co-Chair.

Q. What if I have a curriculum-related complaint?
ANSWER: Contact the Curriculum Committee Co-Chair.

Q. Why do I have to fill out requisite/advisory forms every time I do a five-year review?
ANSWER: Even if your course requisite/advisory did not change, the form might request additional information.

Q. The list says my course is up for review, but the previous effective date on the course outline is within five years. Why?
ANSWER: The effective date on the course outline is the catalog year that carries your course revision. Courses are typically reviewed 1 year before the effective date, for example if my course effective date is Fall 2005, my course is due for review in Fall 2009 because it was last reviewed and approved in Fall 2004.

Q. If I don't have any changes do I still have to go through the 5-year revision process?
ANSWER: Yes. You will have to complete the current, necessary curriculum forms and access ECMS to change the effective date on your course outline, even if you have nothing else at all to change. NOTE: If you feel you have no changes whatsoever to your course outline after 5+ years, it is highly recommended that you contact your division curriculum representative, the Curriculum/GE Review Committee Curriculum Facilitator, or the Faculty Co-chair to the committee for advisement.

Q. I am not technologically savvy with computers and ECMS would be too much of a problem to learn in order for me to input changes to my course outline/create a new course outline. Can I just submit my course outline in Microsoft Word like we used to do?
ANSWER: No. The use of ECMS has been mandatory for all curriculum initiators since Fall 2007. Fortunately, the Curriculum Office does provide group and personal training for ECMS. Contact the Curriculum Office at ecmsadmin@fhda.edu for training dates and times.

Q. I am trying to get a piece of curriculum through my division but my Division Dean seems to be fighting me on it and won't sign-off on the necessary paperwork. What do I do?
ANSWER: The Curriculum/GE Review Committee would sincerely hope that curriculum initiators are supported in their efforts to create innovative courses by their colleagues and division deans, however, we do realize that this issue rarely occurs. If your division dean refuses to sign-off on the necessary curriculum forms you may contact the Faculty Co-chair or the Administrative Co-chair to the Curriculum/GE Review Committee to help you best resolve the situation.