College of Marin
Course Outline Guide

Revised May 2023

Curriculum Committee

College of Marin Curriculum Committee
Subcommittee of the Academic Senate

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Source Documents:

(1) *Program and Course Approval Handbook, 8th edition*
California Community Colleges Chancellor's Office, 2022

(2) *The Course Outline of Record: A Curriculum Reference Guide*
Academic Senate for California Community Colleges, 2016-2017

(3) *College of Marin Administrative Procedures*
College of Marin Academic Senate

(4) *Good Practice for Course Approval Processes*
Academic Senate for California Community Colleges, 1998

(5) *College of Marin 2022-2023 Catalog*
College of Marin Office of Instructional Management, 2022

(6) *MCCD-UPM/AFT 2021-2023 Collective Bargaining Agreement*

College of Marin Human Resources Department

(7) Title 5 of the California Education Code

(8) Curriculum Committee Resource Binder
College of Marin Curriculum Committee

(9) Credit Course Repetition Guidelines
California Community Colleges Chancellor's Office, November 2013

Role of the Course Outline

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

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

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

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

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

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

College of Marin Review and Approval Process for Credit and Noncredit Courses

The process of initiating a new course or proposing substantive changes to an existing course at College of Marin consists of the following steps: [3]

1. **Present to the Curriculum Committee:** Any faculty member may propose a new course or substantive changes to an existing course, but before doing so, they must work with their colleagues in the relevant discipline to ensure the course is appropriate for the department's curriculum and gain departmental approval. Only then will the Curriculum Committee Chair schedule the course for review.

   During the presentation, the Curriculum Committee considers a range of factors, including the educational content, relevance to the discipline or program, value to students, specific needs addressed, and compliance with Education Code. Area deans may be invited to participate in the discussion of course outlines at the Curriculum Committee meeting. Their perspectives on budgetary questions, scheduling issues, potential cross-disciplinary conflicts, and knowledge of State regulations can help inform faculty review and be a valuable resource for curriculum creation or revision. However, while the dean's input is important, their signature is not required for course approval.

   After deliberation, the Committee votes on the proposal. Curriculum Presentation templates are available on the Curriculum Committee website and at the Office of the Instructional Management.

2. **Initiation of Workflow**: For course creations, after the Curriculum Committee approves the new course proposal, the Department Chair shall open the "New Course Proposal" workflow in eLumen for the faculty initiator to build the course outline. For course revisions, faculty uses the "Course Outline Revision Proposal" workflow in eLumen to revise an existing course. Detailed instructions for completing a course outline are included in this guide.

3. **Department Chair Review**: The Department Chair must review and approve the course outline, particularly to ensure the course outline is complete, and forward it to the next tech review stage.

4. **Tech Review- SLOAC:** SLO coordinators review and approve the Learning Outcomes section of the outline.

5. **Tech Review - Curriculum Committee Member**: Curriculum Committee members use the Curriculum Committee Tech Review Checklist, which is available on the Committee's website, to review and approve course outlines.

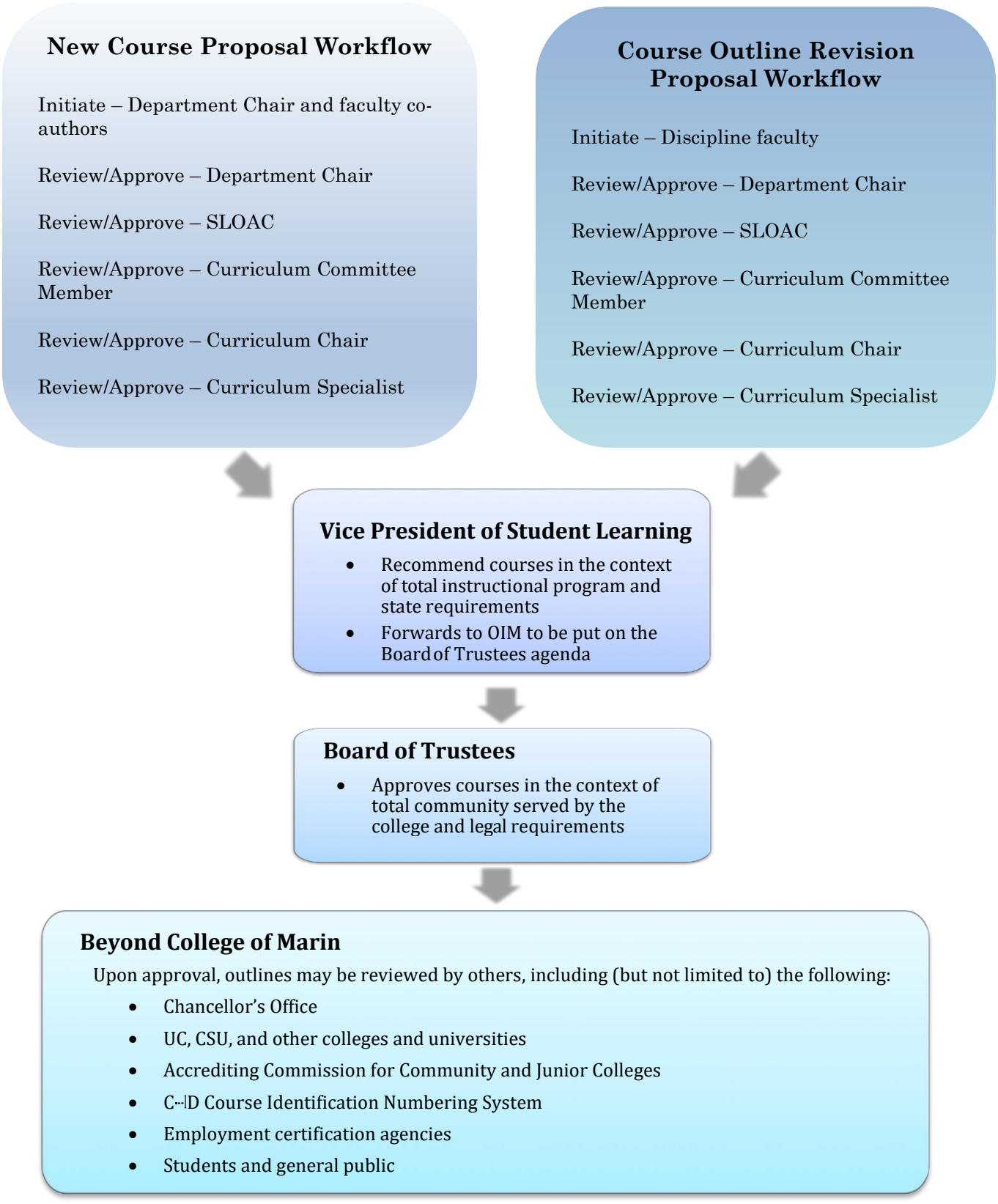
6. **Curriculum Chair Review:** The Curriculum Chair does the final review and approve of all sections of the course outline.

7. **Curriculum Specialist Review:** The Curriculum Specialist from the Office of Instructional Management (OIM) reviews the technical aspects of the course outline. Once approved, the course is included in the monthly curriculum report to be put on College of Marin's Board of Trustees meeting agenda.

8. **Vice President of Instruction Review**: The Assistant Vice President of Instruction reviews and forwards the curriculum report to the Assistant Superintendent/Vice President of Student Learning and Success, who reviews and recommends courses in the context of the total instructional program, state regulations, and requirements.

9. **Board of Trustees Approval**: The Board of Trustees approves new courses, revisions, deactivations, and deletions in the context of the total community served by the College and legal requirements. After approval by the board, the course outline can effect. Various components of the course outline may then be reviewed for articulation, accreditation, certification, and general information by various bodies outside College of Marin.

   The process for conducting non-substantive revisions to existing courses at College of Marin follows steps #2 to #9 as outlined above.



Instructions for Completing a Course Outline in the eLumen Curriculum Management System

The eLumen Curriculum Management System is accessible from the MyCOM portal or the Curriculum Committee webpage on the College of Marin. The direct address is marin.elumenapp.com.

The following instructions are intended for use with the eLumen system to make recommendations for new, revised, deleted, or deactivated courses. The instructions are divided into the following parts that correspond to the tabs on the workflow: **Cover Info, Course Development Options, Hours and Units, Requisites and Entrance Skills, Specifications, Learning Outcomes, Curriculum Map, Outlines, Workflow Step for Distance Education Course, Workflow Step for Additional Course Information/Goals, Workflow Step for Library Resource/Textbook, Workflow Step for Special Materials, and Curriculum Technician**. Each tab contains instructions, resources, and, when considered helpful, in-depth information regarding the item. Instructors may contact the Curriculum Committee chairperson with any overall issues involving the Curriculum Committee.

Those interested in proposing a not-for-credit course (Community Education) should contact the Community Education Office regarding the process and forms.

Tab 1: Cover Info

Subject and Number:
Use the discipline abbreviation and number (for example ENGL 150) as it appears in the catalog or schedule. If a new discipline is being proposed, contact the Office of Instructional Management to determine its abbreviation.

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

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

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

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

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

Course numbers 249ABC are reserved for independent study within each discipline. Independent study courses are designed to give students an opportunity to participate in projects not covered within the scope of available curriculum offerings. Students plan and

execute a project under an instructor's direction. Independent study sections do not appear in the class schedule and teaching units are not usually given for this type of course.(5)

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

Course Description:
Develop description that is consistent with the style of other courses in the discipline and in the Catalog. Include requisite information is stated in the description. Description should be a brief overview from 2 to 5 sentences of primary topics covered and written in the present tense.

TOP and SAM Code:
Use department established codes or consult with the curriculum specialist in the Office of Instruction Management.

Faculty Requirements:
The faculty educational background is not required to fill out.

Proposal Start Term:
Specify the first semester/year new C=course or change will take effect. Refer to the Curriculum Committee's website for deadlines to determine when the proposed outline would take effect upon approval. Please note that all new and revised courses go through a time-intensive curriculum process, from local College of Marin approval to Chancellor's Office approval and articulation to four-year institutions. As a result, the entire process typically takes about one year. If there is special need by state mandate or extraordinary student need to have a sooner effective date, please contact the Curriculum Committee Chairperson.

Submission Rationale:
Within the full context of the program and discipline, briefly give the reasons why you are recommending the creation, revision, deletion, or deactivation of this course.

Emergency DE:
Please select an emergency DE option. When a course cannot be offered online in any situation, select "No" and denote in Tab 9 that the course is not eligible for DE.

Tab 2: Course Development Options

Basic Skill Status, Course Special Class Status, and Grading Options:
Select answers pertaining to the new or revised course in each element, Consult with your Department Chair as certain disciplines may have grading policies for courses.

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

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

If the proposed credit course fits into one of the categories above, please explain how in the rationale section of the signature page. If the credit course does not fit into one of the categories above, the "Allowed Number of Retakes" field should say "0."

Course Prior To College Level:
If applicable (e.g. Basic Skills course), indicate how many levels below transfer the proposed basic skills course would be. Instructors are advised to consult with their department and chair regarding placement at appropriate level. Levels include:

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

One level below transfer level (e.g. ENGL 120SL)

Two levels below transfer level (e.g. ENGL 98SL)

Three levels below transfer level (e.g. ESL 85)

More than 3 levels below transfer level

Associated Programs:
New course proposal will not have this information as the course is brand new. Existing course will display the associated programs automatically. If you are deleting or deactivating a course or submitting a new course outline that will be part of a degree, you must submit a revised AA/AS degree form.

The following types of courses are degree applicable: (1,8)
1. All lower division courses accepted toward baccalaureate degree credit by CSU or UC.
2. Courses that apply to the major in non-baccalaureate occupational fields.
3. English courses not more than one level below the first transfer level composition course (not lower than ENGL 120).
4. All math courses above and including elementary algebra (including MATH 101 and above).
5. Credit courses in English and mathematics taught in or on behalf ofother departments, which require entrance skills at a level equivalent to those necessary for the courses specified in c and d above.

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

Grading Policy:
All degree-applicable courses must culminate in arecorded grade based on the standards outlined in Title 5, § 55023. Two key components of
this section that must be addressed as part of local approval are that the COR bases grades on:
• Demonstrated proficiency in the subject matter, and
• The ability to demonstrate proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrated by students.

Units:
The Curriculum Committee process for approval of curriculum assures that the COR grants units of credit for courses based on a relationship between the number of units and the number of hours or other performance criteria.

Title 5, § 55002.5, provides specific direction on the standards for this calculation; the following principles are set forth in the Program and Course Approval Handbook:
• Units of credit are based on a relationship with hours that is specified by the district

governing board.
• Each unit of credit represents a minimum of three hours of study, including class time, per week, over the length of the primary term used by the college.
• Hours per week are prorated for short term or extended term, laboratory, and activity courses as appropriate.

Intensity:
The COR should provide sufficient scope and rigor to account for outside-of-class hours.

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

Basic Skills Requirement:
Title 5, § 55002(a)(2)(E) outlines the requirement of establishing a pre or corequisite of eligibility for entry into an associate degree level course in English or math when student success in the course is dependent on skills in communication or computation. Of note in this regulation is the following clause:
"If success in the course is dependent upon communication or computation skills, then the course shall require…"

The establishment of requirements under this section must conform to the standards and criteria specified in Title 5 § 55003.

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

Note: What are Nondegree-Applicable? (Not for COM Degree)
Types of nondegree-applicable courses include the following: (1,8)

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

Transferability:
When indicating the intended transferability and General Education (GE) attributes for a course, faculty members can consult with the Articulation Officer (Sara Malmquist-West smalmquistwest@marin.edu) and Curriculum Specialist (Grace Yuan meyuan@marin.edu) who are available as resources. They can provide guidance and support in ensuring the course meets the necessary transfer requirements.

Tab 3: Hours and Units

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

Office of Instructional Management.

Student Units
Student units are based on the Carnegie unit.

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

Faculty Load (Teaching Units)
Service Value refers to the operational definitions as specified in Article 8 of the UPM Collective Bargaining Agreement (CBA). These definitions should not be confused with methods of course delivery that also include lecture and lab, as well as other instructional methods. Here they are used to denote value of service performed as follows.
Category A: One Hour = 100% of a teaching unit
Category B1: One Hour = 83% of a teaching unit
Category B2: One Hour = 83% of a teaching unit
Category B3: One Hour = 75% of a teaching unit
Category C: One Hour = 70% of a teaching unit
Category D: One Hour = 67% of a teaching unit

Operational Definitions. The following operational definitions shall be used in the assignment of credit courses teaching units and/or service hour values:

Category A: Lecture
The presentation of course content in a classroom under supervision of the instructor of record. The course content, in accordance with the official course outline, may be complemented by discussion, presentations, role playing, small group activities and field trips. Lecture may stand alone without any attached lab experience.

Category B-1: Studio
The presentation of course content in a studio setting under the direct supervision of the instructor. Students are expected to prepare for and engage in theatrical or fine arts assignments, which are discussed, critiqued and monitored continuously by the instructor. Instructor supervised demonstrations and performances are designed to assist the student in reaching a satisfactory level of skill through repeated exercises.

Category B-2: Laboratory
The presentation of course content in a laboratory setting under direct supervision of the instructor of record. Students are expected to prepare for upcoming lab sessions. Students are performing experiments and recording results in lab reports. Generally, experiments are not repeated for skill building. Laboratory exists as an integral part of the course for proof of learning and may or may not be taken in conjunction with the lecture component of the class.

Category B-3: Math Lab and Reading and Writing Lab
Instructors provide one-on-one and small group instruction for students in the math laboratory and Reading and Writing Lab. Students learn via working in small groups with other

students and one on one with the instructor.

Category C: Practicum
The presentation of course content in a practicum or clinical setting, under direct supervision of the instructor of record. Students may be directed to the use of media, computer technology or patient experience. Students may proceed at the direction of the instructor or preceptor at his/her/their own pace for advancement to a higher level within the course content. Students not involved in independent activity may be involved in direct one on one communication with the instructor of record. Practicum is where students require a high amount of practice with instructor supervision to reach the level of skill required for specific courses within the discipline.

Category D: Activity
The presentation of course content in an activity setting under direct supervision of the instructor of record. The student participates, under continuous direction, monitoring and correction by the instructor, in course activities to enhance psychomotor skills. Activity is where the student participates with the instructor acting as leader and/or facilitator of the activity.

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

Teaching Units: Teaching units are calculated in compliance with the current UPM Collective Bargaining Agreement (CBA).

If the course has variable teaching units, please enter it on each Unit Profile. To aid in the computation of teaching units, refer to Appendix H: Chart of Teaching Unit Values for Studio/Lab, Practicum, Activity Hours.

Other Type of Hours: Enter any hours other than lecture, lab, practicum, or activity in the table and describe these hours.

Tab 4: Requisites and Entrance Skills

Please complete this tab if the course has a prerequisite, corequisite, or advisory course. Refer to the eLumen guide or videos to navigate the functions of the system.

Prerequisite, Corequisite, or Advisory
Select the requisite course from the drop down menu and specify the course is listed as a prerequisite, corequisite, or advisory. Specify the course objectives and learning outcomes from the requisite course that are compulsory to the target course.

Skills from Pre/Corequisite or Advisory
Please list the specific skills students will be required to have prior to enrollment from the prerequisite, corequisite, or advisory course. Please explain how each of the skills above are applied in this course.

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

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

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

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

Tab 5: Specifications

Method of Instruction
Please choose the primary method of instruction that best describes this course. You must give a more complete explanation in the Rationale box. If your course will be a Distance Education course, please also fill out Tab 9 "Workflow Step for Distance Education Course".

Assignments (Out-of-Class Assignment Example)
Describe at least 1-2 representative examples of assignments. Out-of-class assignments must be sufficient to show independent work. Describe or use language directly from a representative out-of-class assignment that clearly demonstrates independent work. It is understood that the selection of assignments will vary by instructor and semester.

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

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

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

Materials Fee
Please enter the amount of materials fee associated with the course. When establishing new fees or changing the fee amount, please complete tab 11 "Workflow Step for Special Materials".

Tab 6: Learning Outcomes

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

broader and more inclusive. Best practices suggest about five to ten detailed course objectives.(2)

Student Learning Outcomes (SLOs)
State what students will learn upon successfully completing the course, not what will be taught. State expected outcomes in terms of broader, "big picture" observable or measurable knowledge and/or skills to be attained. Best practices suggest three to five broad and assessable SLOs for a course.

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

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

For more information on student learning outcomes, please see:
https://as.marin.edu/handbook/syllabus-slos-assessment
http://www.marin.edu/WORD-PPT/BloomsTaxonomy.pdf

Tab 7: Curriculum Map

Program, degree, and certificate SLOs (PSLOs) are developed by faculty through collaboration within their respective programs or disciplines and across departments when appropriate. The SLOs represent the desired overarching learning outcomes for all students pursuing degrees or certificates in the program or discipline.

Program/Degree/Certificate SLOs are assessed based on the mapping from the course-level SLOs in eLumen so that the broader outcomes are assessed through the course-level outcomes.

COM has six College-Wide SLOs, which also serve as the General Education SLOs for the college. These learning outcomes reflect the core competencies required for students who complete the GE program. Each course, new and revised, is mapped towards the College-Wide SLOs.

- Written, Oral, and Visual Communication: Effectively and critically understand and communicate visually, in writing, and orally using traditional and/or modern information resources and supporting technology. Scientific and Quantitative
- Reasoning: Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.
- Critical Thinking: Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.
- Information Literacy: Formulate strategies to locate, evaluate, and apply information from a variety of sources — print and/or electronic.
- Cultural Awareness and Community Engagement: Become ethically responsible,

equity-minded participants in society, informed and involved in civic affairs and environmental stewardship locally, nationally, and globally. Demonstrate understanding and appreciation of the diversity of cultural works, practices, and beliefs.

- Personal and Professional Development: Engage in healthful living and wellness physically, intellectually, emotionally and socially; enhance skills for the workplace and marketplace.

When SLOs are added or deleted, re-mapping is required.

Purpose of a Curriculum Map

- Provide a visual demonstration of how learning builds from the course level into the program level or institutional level.
- Helps identify program or institutional strengths while ensuring learning outcomes are thoroughly addressed
- Identifies program or institutional gaps – where learning outcomes need more coverage
- Shows how different courses build toward the shared learning outcomes at the program or institutional level

Alignment

Curriculum maps help ensure that department learning outcomes are taught in distinct required classes so the student may achieve the designed program or institutional level learning through the required courses.

Recommendations

Program student learning outcomes (PSLOs) should be broad in scope to relate to one or more courses. Course student learning outcome (CSLO) should map to one PSLO for the course to be included in the degree, program or certificate.

What if a course does not map?

The degree, program or certificate learning outcomes should be revised typically toward a more general learning description so they relate to the learning of at least one CSLO in the required courses.

Tab 8: Outlines

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

The course content section should include a complete listing of the topics taught in all sections of the course. Topics should be arranged by major headings with subtopics. Best practices suggest an outline of about one page in length or roughly 10-30 topics/subtopics.(2) A representative sequence from the beginning of the course to the end is preferred. Please use an outline format with numbers or bullet points**.**

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

If your course includes a lab component, topics covered in lab assignments must be delineated separately from the lecture topics. Please use an outline format with number or bullet points.

Tab 9: Workflow Step for Distance Education Course (DE Addendum)

Courses that have a DE delivery mode approved or have an emergency DE delivery option must have the DE addendum completed in the course outline of record. Please see Appendix J: Distance Education for more information about the instructions below.

Tab 10: Workflow Step for Additional Course Information/Goals

Maximum Enrollment (Class Size):

Class maximums are set and consistently maintained based on the course type, ensuring consistency among similar courses. Unless specially approved, the class sizes are as follows:
Lecture course: 35
Lab course: 25
When requesting a reduction in class size that has been previously approved, please provide a rationale for the change. The Curriculum Committee may request a presentation to gain a deeper understanding of the nature and impact of the proposed reduction.

Justification for the New/Revised Course
Briefly indicate the reason for opening the workflow. For example, courses being revised following the mandatory revision cycle can be entered as "Mandatory Revision."

Primary Course Goal
Choose the appropriate primary goal of the course from below:

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

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

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

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

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

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

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

Justification for the Service Units
Give justification for teaching units and service hour values as specified in Article 8 of the UPM contract.(6)

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

Stand-Alone Course:

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

At College of Marin, these are often new experimental courses (numbered 139) that may be later renumbered and resubmitted as permanent courses with new numbers and included in current or future degrees, certificates, and programs. Please indicate whether or not the course will be a stand-alone course by answering yes or no.

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

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

Information Competency (Information Literacy)
Information literacy is a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. Instructors may list the expectations on information competency.

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

Please contact the Student Accessibility Services office for more information.

Tab 11: Workflow Step for Special Materials

These fees are for the cost of materials that students can take with them at the completion of the course.

Any Material Fee Required?
Answer Yes or No.

Effective Term
Specify the semester when the materials fee will take effect.

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

Tab 12: Curriculum Technician

The Office of Instructional Management maintains the course control number, approval dates by the Board of Trustees. This section is locked to prevent unintentional editing**.**

Appendix A: Credit Course Repetition Guidelines

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

Background

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

General Rule

The general rule is that district policy may not permit a student to enroll again in a credit course (also referred to as repeating or re-enrolling in a credit course) if the student received a satisfactory grade on the previous enrollment. An enrollment occurs when a student receives an evaluative or non-evaluative symbol pursuant to section 55023 in a credit course. (§ 55000(n).) Evaluative symbols include A, B, C, D, F, P, NP[2] and for those districts who provide for the use of it, FW. (§ 55023(a) & (c).) Nonevaluative symbols include I, IP, RD, W and MW. (§ 55023(e).) A satisfactory grade is an A, B, C or P. (§ 55000(w).) Substandard work is course work for which the grading symbols D, F, FW, NP or NC (as defined in section 55023) have been recorded. (§ 55000(y).) A student receiving an A, B, C or P typically cannot enroll in that course again unless an exception to the general rule applies that allows an additional enrollment or enrollments in that course.

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

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

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

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

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

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

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

(Excerpted from the 2022-2023 College of Marin Catalog)

COLLEGE OF MARIN'S COMMITMENT TO AN EXCELLENT EDUCATIONAL FOUNDATION

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

Communication (Written, Oral, Visual)

Effectively and critically understand and communicate visually, in writing, and orally using traditional and/or modern information resources and supporting technology.

Scientific and Quantitative Reasoning

Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.

Critical Thinking

Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions. Recognize and identify the components of a problem or issue, look at it from multiple perspectives, and investigate ways to resolve it.

Information Literacy

Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.

Cultural Awareness and Community Engagement

Become ethically responsible, equity-minded participants in society, informed and involved in civic affairs and environmental stewardship locally, nationally, and globally. Demonstrate understanding and appreciation of the diversity of cultural works, practices, and beliefs.

Personal and Professional Development

Engage in healthful living and wellness physically, intellectually, emotionally and socially; enhance skills for the workplace and marketplace.

These serve as both the College's college-wide outcomes and as the outcomes for our General Education Program.

COLLEGE OF MARIN GENERAL EDUCATION STATEMENT OF PURPOSE

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

College of Marin General Education Descriptors
A. NATURAL SCIENCES

These courses examine the physical universe, its life forms and natural phenomena and enable students to develop a greater appreciation of the world around them. Through exposure to the broad range of sciences—physical science, biological science, and earth science—students learn how to acquire scientific information to develop their understanding of the nature of science and the relationship between humans and the natural world. In the courses listed for this area, students learn to:
• Apply the scientific method to explore physical and biological phenomena, including observation, hypothesis development, measurement, data collection, experimentation and analysis.
• Articulate core concepts in a biological or physical science discipline.

B. SOCIAL AND BEHAVIORAL SCIENCE

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

In the courses listed for this area, students learn to:
• Apply the approaches social and behavioral scientists use to explore social phenomena and human behavior, including observation, hypothesis development, measurement, data collection, experimentation, evaluation of evidence, and analysis.
• Analyze and articulate core concepts in a specific social or behavioral science discipline.

C. ARTS AND HUMANITIES

The arts and humanities study human culture, creativity, and thought in all its forms, including significant works of art, literature, performance, language, and philosophy from around the world. An arts and humanities education may also include creating aesthetic works to develop a broader contextual understanding of the arts. In the courses listed for this area, students learn to:
• Recognize, analyze, and reflect on significant cultural works.
• Foster a greater understanding of aesthetic, intellectual, linguistic, political, and religious dimensions of various cultures.

D. WRITTEN COMPOSITION

The study of written composition helps students build the skills and strategies necessary to read and write at the college level and in everyday life. In the courses listed for this area, students learn to:
• Communicate complex ideas to a variety of audiences through clear and effective writing.
• Support one's ideas with compelling, logical, and credible evidence and analysis from readings and research.
• Develop a successful writing process adaptable to diverse writing situations.
• Document sources appropriately to build credibility as a scholar.

E. COMMUNICATION AND ANALYTICAL THINKING

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

area, students learn to:
• Evaluate information critically and express concepts and reasoning clearly.
• Build clear and logical arguments to support or refute hypotheses.
• Develop and apply analytical and reasoning skills to define, plan and solve complex problems.

F. AMERICAN INSTITUTIONS

These courses build a foundation necessary for being an engaged citizen. Assignments ask students to think critically, ethically, independently, and creatively about American society. In the courses listed for this area, students learn to:
• Explore the history and evolution of the core concepts in American social, political and economic institutions.
• Articulate how individuals connect to and affect their community, state, nation and the world.

G. CROSS-CULTURAL STUDIES

These courses develop a political and historical understanding of the experiences of ethnic and racial groups in the United States. Students interpret historical events from the perspectives of these groups. Students may also use interdisciplinary concepts to explore the diversity of visual and performing arts, the literary creative process, and literary tools and techniques among ethnic groups with shared cultural histories, languages, and traditions. In the courses listed for this area, students learn to:
• Analyze and evaluate the organizations, movements, and roles of a broad range of ethnic and racial groups in the United States.
• Evaluate misconceptions and stereotypes about cultural groups in the United States and recognize the influence of their own cultural group.

H. PHYSICAL HEALTH

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

In the courses listed for this area, students learn one or more of the following:
• Implement a cardiorespiratory, muscular strength and endurance plan compatible with their goals and lifestyle.
• Identify how much and the types of physical activity one should do for optimal health and wellness.
• Identify basic principles of health and wellness to develop an informed, personal approach to mental and physical health.

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

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

STATEMENT

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

GUIDELINES FOR PROSPECTIVE COURSES

Courses accepted for this requirement must fulfill the following criteria:

1. Courses will address major theoretical or analytical issues relevant to understanding race, culture, and ethnicity in American history or society.

2. A minimum of 50% of course material consists of at least one underrepresented group within American society.

3. Groups and cultures will be presented primarily as subjects of the course rather than primarily as objects of analysis. This means that when a group is brought into a course for study, it is with the intention of studying that group's culture.

4. Groups and cultures are presented in a comparative and integrated manner within the larger context of American society, history, or culture throughout the span of the course.

5. Whenever appropriate, courses will give "voice" to those groups and cultures.

DEFINITIONS

1. **GROUPS:** Cultures and subcultures deemed historically underrepresented in academic study include, but are not exclusive to, Indigenous Americans, African Americans, Asian Americans, La Raza (e.g. Chicano, Latino, and Hispanic Americans), European Americans, groups defined exclusively by gender, groups defined exclusively by religion, groups defined exclusively by age, groups defined exclusively by ability, and groups defined exclusively by sexual identity.

2. **VOICE:** Courses must, whenever appropriate, include texts written by members of the selected groups as well as texts written about those groups, thus giving the groups "voice."

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

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

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

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

Appendix E: Bloom's Taxonomy

Knowledge

Objectives
Basic
Knowledge

Outcomes
More Sophisticated
Higher Level Thinking

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Student remembers or Recognizes information or specifics as communicated with little personal assimilation.	Student grasps the meaning behind the information and interprets, translates, or comprehends the information.	Student uses information to relate and apply it to a new situation with minimal instructor input.	Student discriminates, organizes, and scrutinizes assumptions in an attempt to identify evidence for a conclusion.	Student creatively applies knowledge and analysis to integrate concepts or construct an overall theory.	Student judges or evaluates information based upon standards and criteria, values and opinions.
Cite Label List Enumerate Identify Imitate Match	Convert Define Describe Discuss Estimate Explain Generalize	Apply Chart Compute Demonstrate Determine Dramatize Establi	Analyze Compare Contrast Correlate Diagram Dissect Differ	Assemble Create Construct Design Develop Formulate Gene	Access Appraise Conclude Critique Decide Defend Diagn

		sh	entiate	rate	ose
Name	Identify	Make	Distinguish	Hypothesize	Evaluate
Quote	Illustrate	Manipulate	Infer	Initiate	Judge
Recall	Locate	Prepare	Investigate	Invent	Justify
Reproduce	Paraphrase	Project	Limit	Modify	Rank
State	Restate	Solve	Outline	Reframe	Recommend
Write	Summarize	Use	Separate	Synthesize	Support

Skills and Abilities

Objectives

Basic

Basic Skills Level

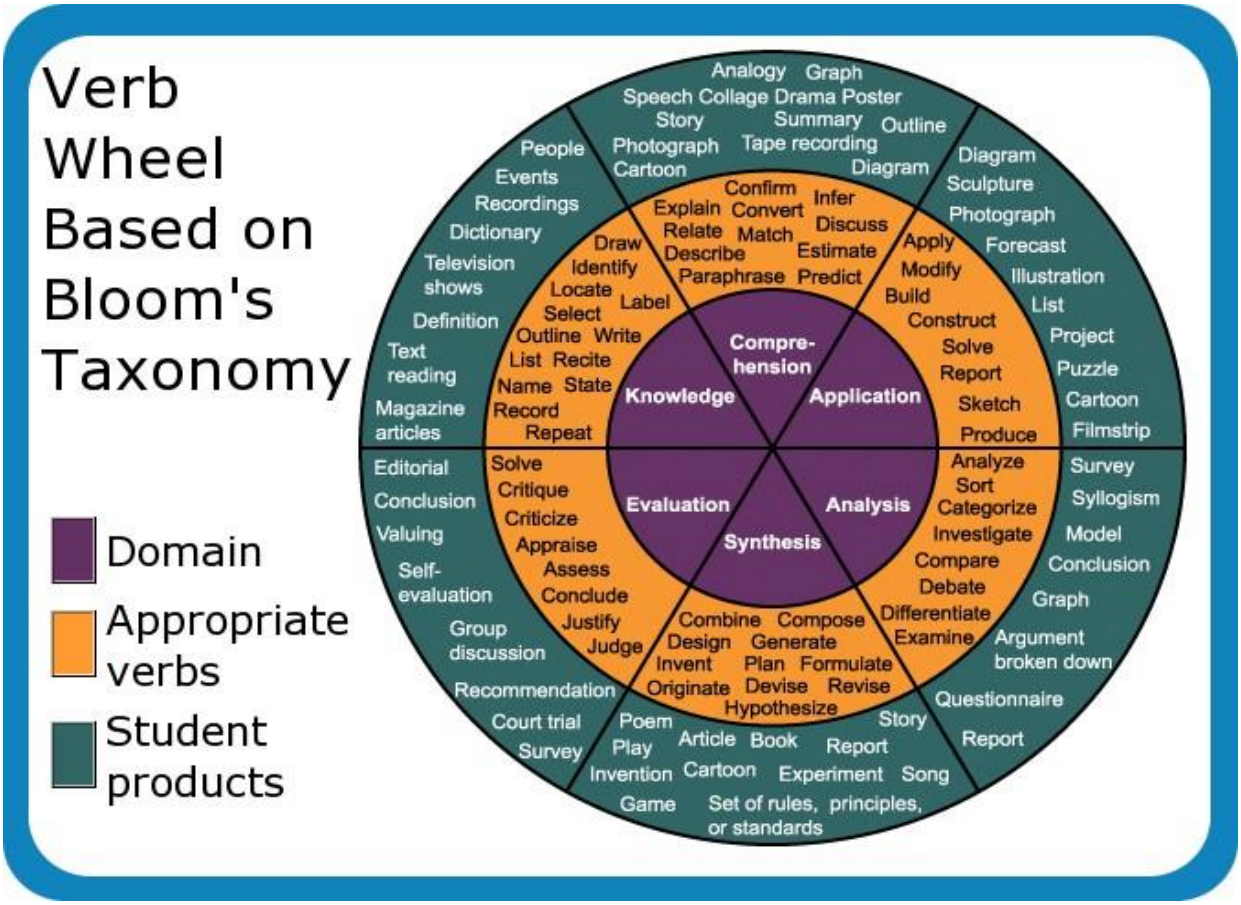
Outcomes

Knowledge More Sophisticated Skills

Higher Level Abilities

Critical Understanding of Performance

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


Verb Wheel Based on Bloom's Taxonomy
Domain
Appropriate verbs
Student products
Knowledge
Compre-hension
Application
Analysis
Synthesis
Evaluation
Label
Draw
Identify
Locate
Select
Outline
Write
List
Recite
Name
State
Record
Repeat
Confirm
Infer
Explain
Convert
Discuss
Relate
Match
Describe
Estimate
Paraphrase
Predict
Apply
Modify
Build
Construct
Solve
Report
Sketch
Produce
Analyze
Sort
Categorize
Investigate
Compare
Debate
Differentiate
Examine
Combine
Compose
Design
Generate
Invent
Plan
Formulate
Originate
Devise
Revise
Hypothesize
Solve
Critique
Criticize
Appraise
Assess
Conclude
Justify
Judge
People
Events
Recordings
Dictionary
Television shows
Definition
Text reading
Magazine articles
Analogy
Graph
Speech
Collage
Drama
Poster
Story
Summary
Outline
Photograph
Tape recording
Cartoon
Diagram
Diagram
Sculpture
Photograph
Forecast
Illustration
List
Project
Puzzle
Cartoon
Filmstrip
Survey
Syllogism
Model
Conclusion
Graph
Argument broken down
Questionnaire
Report
Story
Report
Song
Experiment
Book
Article
Poem
Play
Invention
Cartoon
Game
Set of rules, principles, or standards
Editorial
Conclusion
Valuing
Self-evaluation
Group discussion
Recommendation
Court trial
Survey

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

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

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

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

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

- serve as a liaison between faculty, students and Disabled Students Programs & Services (DSPS) to secure and translate instructionally-related materials into alternate formats in a timely manner;

- provide guidelines, training and technical assistance to faculty, staff and committees for access requirements, design of distance education offerings, and the formatting of documents and information;

- produce information in alternate formats;

- develop and maintain a current resource bank of access strategies for the various types of disabilities which students may have, for the various instructional media used by faculty, and for the various types of electronic information, including self- contained closed products such as information kiosks, utilized by MCCD;

- serve as a liaison to the High Tech Center Training Unit and to community agencies utilized on a contract basis to produce alternate media.

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

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

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

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

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

Appendix G: Relationship of Hours to Units

(excerpted from the Program and Course Approval Handbook, 8th edition. California Community Colleges Chancellor's Office, 2022. Pages 56-59.)

Standards for Credit Hour Calculations

Credit hour calculations are governed by the standards in Title 5, §§ 55002(a)(2)(B), 55002(b)(2)(B) and 55002.5, which collectively provide the definitions and parameters for credit hour calculations for most courses. Title 5, §§ 55002(a)(2)(B)-(b)(2)(B) grant district governing boards the authority to specify the relationship between units of credit and hours of classroom instruction, state the minimum weekly hours for one unit of credit, and provide for prorating hours of in-class to outside-of-class work appropriate to term length and instructional format. The calculation of units of credit for cooperative work experience programs is established in Title 5, § 55256.5.

Standard Formula

The standard formula for credit hour calculations applies to the majority of courses and course types and is derived from Title 5, § 55002.5. Colleges are required to define one unit of credit as a minimum of 48 total hours of student work, inclusive of all contact hours plus outside-of-class, or homework, hours pursuant to Title 5, § 55002.5(a). This is based on the assumption of 3 hours of student work per week over a 16-week term, for 1 unit of credit. The Chancellor's Office recommends the use of 54 total hours of student work (18 weeks x 3 hours) for this calculation, rather than the minimum 48. As a result, all examples in this section use 54 hours as the basis for this calculation. In practice, local districts may use a number or a range between 48 and 54, depending on local practices, but must apply this number consistently in credit hour calculations. This number is referred to as the "hours-per-unit divisor" in the sections below. The total of all contact hours and outside-of-class hours, as described below, is referred to as "total student learning hours" and is the dividend in the credit calculation formula.

Courses not classified as cooperative work experience, clock hour, or open entry/open exit use the following method for calculating units of credit:

Divide total student learning hours by the hours-per-unit divisor, round down to the nearest increment of credit awarded by the college. Expressed as an equation:

(Total Contract Hours + Outside-of-class Hours) /(Hours-per-unit Divisor)
= Units of Credit

The result of this calculation is then rounded down to the nearest .5 increment or to the nearest fractional unit award used by the district, if smaller than .5. This formula applies to both semester and quarter credit calculations. While this formula can yield a value below the lowest increment of credit awarded by the college, zero-unit courses are not permissible.

Definitions

The following definitions are used in the application of this formula:

Total Contact Hours: The total time per term that a student is under the direct supervision of an instructor or other qualified employee as defined in Title 5, §§ 58050, 58051 and 58161. This number is the sum of all contact hours for the course in all calculations categories, including lecture, recitation, discussion, seminar, laboratory, clinical, studio, practica, activity, to-be-arranged, etc. Contact hours for courses may include hours assigned to more than one instructional category, e.g., lecture and laboratory, lecture and activity, lecture and clinical.

Outside-of-class Hours: Hours students are expected to engage in course work outside of the classroom. Federal and state regulations for credit hour calculations are based on the total time a student spends on learning, including outside-of-class hours. As a matter of standard

practice in higher education, lecture and related course formats require two hours of student work outside-of-class for every hour in-class. All other academic work, including laboratory, activity, studio, clinical, practica, To Be Arranged (TBA) etc., must provide an equivalent total number of student learning hours as typically required for lecture, with the ratio of in-class to outside-of-class work prorated appropriately for the instructional category. Traditionally, these ratios are expressed as shown in the following table:

Table 5 — In-class to Out-of-class Hours Ratio

Instructional Category	In-Class Hours	Outside-of-Class Hours
Lecture (Lecture, Discussion, Seminar and Related Work)	1	2
Activity (Activity, Lab w/ Homework, Studio, and Similar)	2	1
Laboratory (Traditional Lab, Natural Science Lab, Clinical, and Similar)	3	0

Other categories or ratios for inside- to outside-of-class hours are possible, but should fall within the parameters for one unit of credit as described in the above. Standard expectations in higher education for credit hour calculations generally align with the in-class to outside-of class ratios as described in this table. Deviations from these widely accepted standards, while permitted, can negatively affect course transferability and articulation; therefore, should be used with caution. Since TBA hours are required to be listed separately on the COR, any outside-of-class hours expected of students in relationship to TBA contact hours, must be included in the total student learning hours for the calculation.

Hours-per-unit Divisor: This is the value or value range used by the college to define the number of hours required to award each unit of credit. The value must be minimum of 48 and maximum of 54 hours for colleges on the semester system and a minimum of 33 and maximum of 36 for colleges on the quarter system. This number represents the total student learning hours for which the college awards one unit of credit. Colleges may use any divisor within this range, but should maintain consistency between the divisor and the dividend. For example, if a college uses the 51 = 1 unit calculation to determine the hours of lecture and outside-of-class work in the dividend, they should use 51 as the divisor. Colleges that indicate the minimum and maximum range of 48–54 should show that same range for the dividend in the equation and resulting unit calculation.

Term Length and Hours-per-unit Divisor: Colleges must exercise caution in determining the hours-per-unit divisor for credit hour calculations. California finance laws assume that primary terms average 17.5-weeks on the semester system and 11⅔-weeks on the quarter system (the two semesters or three quarters equal the traditional 35-week academic year), and because student attendance and related apportionment state compliance auditing is based on the student contact hours delineated in the official COR, the Chancellor's Office strongly recommends that colleges use the 18-week semester or 12-week quarter as the basis for the student contact hour calculation in the COR, even if a college has been approved to use a compressed academic calendar. The 18-week semester or 12-week quarter primary term provides the greatest flexibility in terms of contact hours, and colleges do not risk an audit finding for excessive apportionment claims such as they might experience using a 16-week semester basis for the contact-hour calculation. It is also important to note the flexible

calendar program is designed around the 35-week traditional academic calendar, so basing contact hour targets around an 18-week semester assures that instructional hours lost to "flex" activities will not result in the district failing to provide the minimum number of hours required by Title 5, § 55002.5 to award a unit of credit.

Calculation Categories and Outside-of-class Hours: As outlined in the sample table on page 53, colleges can use a variety of calculation categories to describe configurations and expectations for contact to outside-of-class hours. The traditional credit hour model for classroom instruction (lecture, discussion, recitation, etc.) assumes one hour in the classroom and two hours of outside work each week for the length of the primary term for one unit of credit. All other categories must provide at least as much time, with the in-class to outside-of-class hours reflecting standard practices and expectations for that academic activity.
The sample table provides the three most common configurations and names for these categories, but practices and nomenclature may vary among institutions.
The activity or laboratory with homework category, described in the table as an expectation of two hours in the classroom and one hour of outside-of-class work, should be used with caution. In the natural sciences and other disciplines, it is standard practice to base the number of units awarded for laboratory solely on contact hours, even though there may be some expectation of student work or preparation outside-of-class. Any alteration of this relationship for laboratory courses in the natural sciences and clinical hours in many allied health fields can jeopardize programmatic accreditation and acceptability in meeting major or GE requirements when transferred to a baccalaureate degree-granting institution. Use of this category should be restricted to only those instructional areas where it is clearly aligned with accepted practices in higher education. This category is commonly found in the visual and performing arts, physical education, CTE fields, and other disciplines. The term "activity" as used in this context is not intended to limit or define the use of this term locally. Some colleges use this term and related credit calculations interchangeably with laboratory.
The COR must include both in-class hours and outside-of-class hours.
While most courses fall into one of the calculation categories listed above, some courses use a combination of categories, such as lecture combined with lab, activity, TBA, studio, or clinical hours on a single COR. Guidance for alignment with standard practices in higher education and sample calculation tables for common course formats and combinations of calculation categories are contained in guidance from the Chancellor's Office.

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

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

Appendix I: Guidelines for Limitations on Prerequisite

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

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

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

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

- **Standard Pre/Corequisite**. Pre/corequisites on courses which are required at the UC or CSU system.
- Additional Level of Scrutiny: identify UC or CSU campuses that offer the equivalent course with the equivalent prerequisite in order to demonstrate that the pre/corequisite is usual, customary, and reasonable.

- **Skills in Math or Communication as Prerequisite for Courses other than Math or Communications**. Example: prerequisites of a skills course in math or English for a course in biology, history, or chemistry.
- Additional Level of Scrutiny: determine that the prerequisite or co-requisite is an appropriate and rational measure of a student's readiness to enter the course or program as demonstrated by a content review including, at a minimum, all of the following:

  - involvement of faculty with appropriate expertise;
  - consideration of course objectives set by relevant department(s).
  - be based on a detailed course syllabus and outline of record, tests, related instructional materials, course format, type, and number of examinations, and grading criteria;
  - specification of the body of knowledge and/or skills which are deemed necessary at entry and/or concurrent with enrollment;
  - identification and review of the prerequisite or co-requisite which develops the body of knowledge and/or measures skills identified under
  - matching of the knowledge and skills in the targeted course and those developed or measured by the prerequisite or co-requisite; and
  - maintain documentation that the above steps were taken.

- **Limitation on Enrollment in Performance Course**. Auditions or other skill assessments on public performance or intercollegiate competition courses such as, but not limited to, band, orchestra, theater, competitive speech, chorus, journalism, dance,

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

- Additional Level of Scrutiny: provide proof that there is another course available for students seeking a certificate or degree in the area. This does not have to be the same course, but must be a course that provides a path to the certificate or degree. Show that the audition process is reviewed every six years to determine if the process is having a disproportionate impact on any historically underrepresented group. If disproportionate impact is found, the process must be changed.

- **Health and Safety Prerequisites**. A prerequisite that protects the health and safety of the student and others.
- Additional Level of Scrutiny: provide proof that the course which requires the prerequisite has precise conditions under which the student might endanger her/his own health and safety or the health and safety of others, and that the prerequisite can assure that the student possesses the precise skill or knowledge necessary to protect his/his own health and safety or the health and safety of others.

- **Prerequisites to Programs**. Prerequisites that a student must meet before entering a program.
- Additional Level of Scrutiny: provide documentation that the prerequisite meets the appropriate level of scrutiny for any one required course in the program.

- **Courses Limited to Create a Cohort of Students**. Honors classes or other special population courses.
- Additional Level of Scrutiny: provide proof that there is another section or another course that satisfies the same certificate or degree requirements.

Appendix J: Distance Education

Please see AP 4105 for further information about Distance Education.

College of Marin offers Distance Education courses via two delivery modes: online asynchronous and hybrid:

1) Online Asynchronous: a course in which 100% of instruction takes place online. No mandatory inperson or online synchronous meetings occur.
2) Hybrid: a course in which instruction occurs both online and in-person with a minimum of one mandatory on-campus meeting during the semester. The required on-campus and/or synchronous online meetings dates and times must be published in the College of Marin Class Schedule. A hybrid class cannot have some students attending in-person and others in Zoom simultaneously.

Course Approval Process
Step 1: Department Approval

- Online course proposals must be discussed and vetted by the academic department to determine that the course objectives and learning outcomes can be met in an online modality before going to curriculum. Some additional considerations:
- 50% threshold for accreditation (does the program then require a substantive change approval?);
- Articulation (is the course still transferable if offered in an online modality?); and/or
- Balance of in-person and online/hybrid offerings in the schedule.

Step 2: Course Outline of Record or DE Addendum
The course outline of record or an addendum to the official course outline of record for any new or existing course provided through distance or correspondence education must address the following:

- How course outcomes will be achieved in a distance or correspondence education mode;
- For distance education, how the portion of instruction delivered via distance education meets the requirement for regular and substantive interaction;
- For correspondence education, how the portion of instruction delivered via correspondence education documents and facilitates learning progression through a cycle of assignment submissions and feedback; and,
- The course design and all course materials must be accessible to every student, including students with disabilities.

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

Each new or existing distance education course shall be reviewed and approved separately by the District Education Committee (DEC). Separate course outlines are required for each online asynchronous or hybrid version of a course. Each course outline must include the Distance Education addendum of the Course Outline of Record (COR) template.

Instructor Contact
Each section of the course that is delivered through distance education will include regular and substantive interaction (RSI) between instructor and students, as well as among students, as described in the course
outline of record, either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voice mail, e-mail, or other activities.

Title 5 sections 55204 and 53200 require "regular and substantive interaction" in all distance education courses. Each course or portion of a course delivered through distance education ensures regular and substantive interaction between the instructor(s) and students, (and among students where applicable) either synchronously or asynchronously as defined in §55204 (a) through (e).

For purposes of this definition, substantive interaction is engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following

a) Providing direct instruction;
b) Assessing or providing feedback on a student's coursework;
c) Providing information or responding to questions about the content of a course or competency;
d) Facilitating a group discussion regarding the content of a course or competency; or
e) Other instructional activities approved by the institution's or program's accrediting agency.

An institution ensures regular interaction between a student and an instructor or instructors by, prior to the student's completion of a course or competency—

a) Providing the opportunity for substantive interactions with the student on a predictable and regular basis commensurate with the length of time and the amount of content in the course or competency; and AP 4105 Distance Education Page 5 of 7
b) Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.

Accessibility Compliance
All distance education is subject to the requirements of Title 5 as well as the requirements of the Americans with Disabilities Act (42 U.S. Code Sections 12100 et seq.) and Section 508 of the Rehabilitation Act of 1973, as amended (29 U.S. Code Section 794d). Distance Education courses will be reviewed by Student Accessibility Services (SAS) to determine ADA compliance. The College's Assistive Technology Specialist and Instructional Designer will assist faculty in meeting ADA compliance obligations when needed. Faculty must engage in relevant training from the College to ensure that they understand accessibility as it relates to instruction and curriculum. Likewise, any material or technology in support of any instructional activity must be vetted for accessibility compliance by a designated campus authority.

The term "accessible" means that a person with a disability is given the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and integrated manner, with equivalent ease of use (Office of Civil Rights (OCR), 2011).

Distance education courses must closely mirror current compliance requirements or as ADA has been interpreted by ongoing litigation and/or OCR Letters-of-Instruction. That is, distance education courses must be developed with an interface, design, and content that facilitates equitable access to all material or experiences either through industry standard assistive computer technology or any other accommodation. Additionally, instructional materials should closely align with emerging Universal Design for Learning best practices.

All course content delivered via distance education must be accessible to all persons including those with disabilities.

All activities and instructional media shall be accessible, including:

- Accurately captioned videos
- Transcribed audio files
- All objects (including images, formulas, tables and charts) have meaningful alternative text
- Readable course materials and html pages using effective font, color contrast, and spacing
- Meaningful hyperlinked text
- Documents that are accessible and reflect best practice standards(e.g. including the use of headers, alt
- text, a readable font, document tags, etc.)
- Provision of an ADA statement and contact information for Student Accessibility Services in the
- course syllabus.

Accessibility also applies to websites, software, and other required course materials not contained within the District Learning Management System (LMS). Educational technology applications must be vetted for VPAT and FERPA compliance by IT and DEC using the EEAAP form prior to adoption.