A "HOW TO" GUIDE FOR WRITING CURRICULUM
INTRODUCTION

This section of *Curriculum Basics* provides step-by-step instructions for completing the various documents involved in the curriculum process. All **new courses**, **distance learning proposals**, **new programs, program changes**, and **some course revisions** must go through the curriculum review process. The flow chart on page I-3 describes the approval process.

The Curriculum Advisory Committee is responsible for recommending courses and programs to the Board of Trustees for approval. Faculty should work with the division liaison to CAC, the department/division chair and the Dean when writing curriculum. This will greatly facilitate the process.

There are deadlines in place for new course proposals and course/program changes to appear in the MPC catalog. (See Appendix page VIII-24.) Please begin the process well in advance of the deadlines to ensure that the process is completed in time for catalog production. Delays inevitably occur.

The following pages are an attempt to simplify the process. Please refer to the step-by-step guide and the samples of successful proposals when writing curriculum. This will save time and frustration and will speed curriculum through the various "hoops" from inception to Board approval.

Please be aware that all curriculum documents must be submitted electronically. We have eliminated the paper process. Signatures and the dates are to be typed on the Signature Page. Penned signatures are no longer required.

NEW COURSE PROPOSAL CHECKLIST

Use this form to make sure you have completed all necessary documents before submitting your proposal.

DOCUMENT	CHECK OFF
Signature Page	
Course Data Sheet	
Course Outline	
Course Advisory (if applicable)	
Pre/Corequisites (if applicable)	
Basic Skills Advisory (if applicable)	
Application for Approval of Credit Course (Stand Alone Form) (if applicable)	
Distance Education Form (if applicable)	

NEW COURSE PROPOSAL -- INSTRUCTIONS

Signature Page – The *Courses – Signature Page* is used for:
1. New Course Proposal
2. Course Revision
3. Distance Education
4. Program Review

This form will be attached as Page 1. It is filed with the official course outline of record and ensures that the appropriate faculty and administrators have reviewed the proposal and it is in compliance with various regulations.

Important: All forms must be current. The Signature Page, as well as other forms, may be found at www.mpc.edu/apps/docs.asp?Q=157 or they may be requested from Pat Xavier in the Office of Academic Affairs. They may also be accessed from the CAC web page.

Step 1

Check the appropriate box (whether this is a New Course Proposal, etc.). You may check more than one box as needed. Note: Leave the box in the upper right hand corner blank.

Step 2

Dept.
Type in the department using the **4-letter code** (HIST; ENGL; CSIS; etc.). Use all capital letters.

Step 3

Course #
Type in the course number. The course must adhere to the MPC course numbering system (see below). Check with the Academic Curriculum, Scheduling and Catalog Technician (currently He Seon Ihn) in the Office of Academic Affairs for an exact number.

1-99	Transferable courses
100-299	Credit courses that apply to the AA/AS degree and are generally occupational in nature. They may transfer at the discretion of the receiving institution.
300-399	Credit courses that do not apply to the AA/AS degree (non-degree credit courses)
400-499	Non credit courses

Step 4

Title
Type in the title of the course (Examples: Composition; History of the United States I).

Step 5

In the box below, type in the date and your name next to Proposing Faculty Member.

Course Data Sheet

Line 1   This is a duplication of Steps 2, 3, and 4 on the Signature Page. Note
that you are coalescing the Department Code and Course Number.
The course title must remain consistent on all forms.
Units: There is a specific ratio for hours to units.
Use the table in the Appendix (page VIII-17) to determine the number
of units for the course.

Line 2   Type in your name, division, and date of the proposal.

Line 3   Write your justification for proposing or revising the course.

Line 4   This section determines where your course fits in the MPC
curriculum.
1. If the course is applicable to the associate degree as indicated by its
   number, mark the box for AA/AS Degree.
2. Indicate if it is part of a major, an elective or GE.
3. If you wish for the course to be considered for MPC GE, indicate
   the appropriate GE area. The GER committee will flag this course
   for consideration.
4. Indicate if the course is part of a certificate program and if it is
   required for the core or is an elective.
5. Reading Proficiency applies to ENGL 112 and ENSL 155.
6. Writing Proficiency applies to ENGL 111 and ENSL 110.
7. Math Proficiency applies to MATH 261.
8. Information Competency Proficiency currently applies to LIBR 50.
9. Basic Skills courses are 300-level courses in English, Math, and
   Study Skills.

Lines 5,6,7 The goal of these questions is to determine how the course fits with
other courses in the program and if it is related to courses in **other**
departments.

Line 8   Indicate the teaching methodology. **Note: If a course is both lecture and lab, check box (30) only.**

Line 9   Indicate additional library aids that will be required.

Line 10   Be sure to mark the "yes" box. (You may want to speak with a librarian to ensure the availability of supplemental materials.)

Line 11   Indicate the semester and term that you wish to begin teaching the course. Note that the course must be forwarded from the appropriate Dean to CAC by a set date for inclusion in the catalog for the following year. (See Appendix page VIII-24 for memo.)

Line 12   Class size is determined by contract or room size. If you have any questions, see your Dean.

Line 13   Indicate the recommendation for CSU and UC transferability. Note: The CSU will accept the courses we designate as transferable (numbers 1-99). The UC reviews all new or significantly altered course outlines to determine transferability. This process occurs once each year.

Line 14   If you indicate that you would like the course to be considered for CSU General Education, mark the appropriate GE area(s). (See Appendix page VIII-6 for CSU GE Standards.) The General Education Requirements Committee will flag the course for consideration. If GER determines that the course meets CSU GE guidelines for the particular area, it will be forwarded to the CSU for consideration. This process occurs once each year in November/December.

Line 15   If this course has a similar course in the CSU system, it may articulate. Indicate the parallel lower division course, its prerequisites and the campus. (CSU catalogs are available in the MPC Career/Transfer Resource Center in the Student Services Building. They are also available online.)

Line 16   If you indicate that you would like your course to be considered for IGETC certification, mark the appropriate GE area(s). (See Appendix page VIII-10 for IGETC Standards.) The GER Committee will flag the course for IGETC consideration. If the course is approved for submission for the IGETC area(s), it will be forwarded to the approval body. This process occurs once each year in November/December.

Line 17   For UC, all courses must be articulated as transferable. Please have the course to CAC before the end of the spring semester. Courses that are submitted for inclusion in the UC Transferable Course Approval List will be sent to UC for consideration in July. A course **must** be approved as transferable before it is reviewed for IGETC. (UC catalogs are available in the MPC Career/Transfer Resource Center in the Student Services Building. They are also available online.)

Line 18*

Line 19*

Line 20*

Line 21*

*Please see Appendix (Curriculum Documents) for detailed instructions.

Line 22   **(a)** If the new course is part of an approved program, check the first box. Include a *Programs – Signature Page* form and copies of the current and revised program.
(b) If the course is an occupational course that is part of a sequence of courses with an approved TOP code that does not exceed 12 units, check the second box.
(c) Attach an Application for Approval of Credit Course form (Stand-alone) if the course needs Chancellor's Office approval.

Line 23   Check one of the boxes.

Note: Information supplied by the Course Data Sheet is used for MIS reporting.

Course Outline

Line 1   Use the same 4-letter department abbreviation, number and title you used in **Line 1** of the Data Sheet.

Line 2   This is the description that will appear in the MPC Catalog. Write complete sentences in the present tense. Be sure to include the unit value, grading, the hours for lecture and/or lab, prerequisites/corequisites, advisories, and CSU transferability. (See sample in Completed Curriculum Documents – Models section page IV-6.) If this is a course revision and UC transferability and GE categories have been approved, include that information as well.

Line 3   The content of the schedule description should be the same as the catalog description, but it is not written in complete sentences. Include prerequisites/corequisites, advisories, grading, and CSU/UC transferability as applicable. (See sample in on page IV-6.)

Line 4   Indicate if the course earns credit toward the associate degree (#1-299), if credit does not apply toward the associate degree (#300-399), if it is non-credit (#400-499), or no credit (community). (See Curriculum Documents in Appendix for non-credit codes.)

Line 5   Some courses may be repeated for credit. For example, ART 33A (0.5 units) may be <u>repeated</u> three times for a total of two units. (See "Rules and Regulations" section, page VI-17, for further clarification.)

Line 6   Be sure the number of semester units is the same on all forms.

Line 7   Use the chart in the Appendix (page VIII-17) to calculate the weekly contact hours, the total lecture hours and the total lab and/or by arrangement hours. Hours are calculated on a 17-week semester. **Note: Credit courses require two hours of homework for each lecture hour.**

Line 8   See your Dean for Teaching Units and FTE.

Line 9   Indicate your choice for grading. Most credit courses permit Letter Grade-Credit/No Credit (the student decides). Basic skills courses are C/NC only. Be sure to indicate if the course is non-credit or no credit.

Line 10   Indicate if Credit by Exam is acceptable. (Credit by Exam is initiated in the Admissions and Records Office by the student after securing a willing instructor. The student does not enroll in the course but he or she pays the fee for the course and takes an exam provided by the instructor. The exam grade is the grade that appears on the transcript for the course.)

Line 11a   Basic skills advisories usually apply to basic Math and English skills that would contribute to student success in the course. If the course has a basic skills advisory, a "Basic Skills Advisory Form" must be attached. (See sample on page IV-22.)

Line 11b   Course advisories can be courses other than basic Math and English courses. If the course has a course advisory, a "Course Advisory Form" must be attached. (See sample on page IV-23.)

Line 12   A pre- or corequisite is a course that a student <u>must</u> have to be successful. If the course has a pre- or corequisite, a "Course Prerequisite/Corequisite: Content Review Form" must accompany the course proposal. (See sample on page IV-20.)

Line 13a   List the topics in outline form. Please note that the content, objectives, assignments and evaluation should be cohesive. (Integrated Course Outline)

Line 13b   Describe how the course addresses diversity issues.

Line 14   Write measurable objectives, beginning each with an active, demonstrable verb. Remember that degree applicable courses should include objectives that measure critical thinking skills. (See Appendix page VIII-15 for a list of verbs within the context of Bloom's taxonomy.)

Line 15   All degree-applicable lecture/theory courses must include out-of-class assignments of such rigor as to require two hours of study for each hour of lecture.

Line 16   Give the most recent edition of the text and include the title, date of publication, author and publisher.

Line 17   Degree-applicable courses must be graded, at least in part, by essays, or, if appropriate, by skills demonstrations or problem solving exercises. Be specific.

COURSE REVISION CHECKLIST

Use this form to make sure you have completed all necessary documents before submitting your proposal.

DOCUMENT	CHECK OFF
Signature Page	
Course Revision Form	
Course Data Sheet	
Course Outline	
Course Advisory (if applicable)	
Pre-/Corequisites (if applicable)	
Basic Skills Advisory (if applicable)	
Distance Education Form (if applicable)	

COURSE REVISION – INSTRUCTIONS

A Course Revision Form must be completed if a course is being altered, if it is being deleted, or if it is being rewritten on current forms for Program Review.

Signature Page – To complete this, follow the directions on page II-3. Be sure to check the Course Revision box.

Course Data Sheet and Course Outline – Revise both forms to be consistent with the changes you are proposing. (See pages II-4 through II-11.) It is not necessary to submit these forms if the course is being deleted.

Course Revision Form

Item A   **Departmental designation**
Type in the Departmental Designation using the 4-letter code (i.e., HIST, ENGL, CSIS).
Course #
Type in the number of the course.
Title
Type in the title of the course (i.e., Weaving I, Pre-Calculus).
Be sure the title is consistent on all forms.
Instructor proposing revision
Type your name on this line.
Date
Enter the date of the proposed submission.
Revision to be effective as of
Enter the semester and year of the proposed offering (i.e., fall, 2007)

Item B   **Proposed Revision**
Check the appropriate box(es). "Other" might include Program Review.

Item C   **Description of Proposed Revision(s)**
Enter the current information in box #1.

Item C Enter the proposed change(s) in box #2.

Item D **Describe in detail the reasons for revision, giving rationale.**
      Write a justification for the proposed changes.

DISTANCE EDUCATION CHECKLIST

Use this form to make sure you have completed all necessary documents before submitting your proposal.

DOCUMENT	CHECK OFF
Signature Page	
Distance Education Form	
Course Revision Form	
Course Outline	
Course Data Sheet	

Signature Page
See page II-3 for instructions. Be sure to indicate that it is a Distance Education proposal.

Course Revision Form
Check "Distance Education" box.

Course Outline
Add *Also offered online* or *Also offered in the Living Room Series* to the Catalog description.

Note: Complete a Distance Education form if you are proposing a Living Room Series course or and online course.

Distance Education Form

Line 1   **Department**
Type in the Department using the 4-letter code (i.e., ENGL, HIST, CSIS).
Course #
Type in the number of the course.
Title
Type in the title of the course (i.e., Weaving I, Pre-Calculus).
Be sure that the title is consistent on all forms.

Line 2   **What semester/session do you plan to implement this course as a Distance Education course?**
Enter the semester and year that you propose to offer the course through distance education (i.e., fall 2007).

Line 3   **Do you plan to offer this course Online or as a Living Room Series course?**
Indicate your choice.

Course Content
1.   It is imperative that the course content and the objectives of the distance education course are the same as the on-campus section of the course (if one exists)–that both follow the course outline of record.

Instructional Methodology
2.-5.   The instructional methodology for an online course will be different from the on-campus section of the same course. Please be as specific as possible when answering Items 2 through 5. CAC will want to see that this has been thought through.

Instructional Methodology

3.-5. See previous page

Textbook

6.   If you will be using a textbook that is different from the one used in the on-campus setting, please explain the differences and describe how the two are comparable. Please give the most recent edition of the text, including date of publication.

7.   Describe the additional materials you intend to use.

Student Support

8-9   Indicate how you will inform students of the services MPC can provide. (One suggestion: Provide links to appropriate services.)

Evaluation/Assessment

10. This will most likely differ from on-campus methods. Please be as specific as possible.

Communication

11-13 Indicate methods of communication: (1) instructor with students, (2) student with student, and (3) provisions for students with disabilities.

SUPPLEMENTAL COURSE OUTLINE

A supplemental course does not go through the curriculum approval process. Complete the Supplemental Course Outline form, discuss the course with your department/division, secure the Division Chair's signature, and submit it to the appropriate Dean. The Dean will review and sign the form and forward it to the Office of Academic Affairs for final review and signatures.

Item 1   **Master Course**
Dept.: Type in the 4-letter department code (example: GENT).
Course #: Type in the master course number (example: 96).
Course Title: Type in the master course title (example: Special Topics).

Item 2   **Supplemental Course Data for**
Semester/Year: Type in semester and year you propose to teach the course.
Department: Type in the 4-letter department (example: GENT)
Course #: The specific number will be assigned by the Office of Academic Affairs (example: 96.52).
Course Title: Type in the specific course title (example: Seven Plays: Shakespearean and Others).

Item 3   **Grading**: Indicate the grading option. Choose Non-credit/Not graded if it is a non-credit course (400 level).

Item 4   **Units**: Indicate the number of units for the course.

Item 5   **Contact hours per week**: Use the chart in the Appendix (pageVIII-17) to calculate the number of lecture, lab or by arrangement lab/activity hours per week based on the unit value of the course. This is computed on a 17-week semester.

Item 6   **Total contact hours**: Use the chart in the Appendix (page VIII-17) for the total hours of the course based on the 17-week semester. Include start and end dates if the course is less than 17 weeks.

Item 7   **Method of instruction**: Check the appropriate box.

Lines 8-10 Complete these items as you would for a Course Outline of Record.

Lines 11-14 Complete these items as you would for a Course Outline of Record.
   Important: **you <u>must</u> include homework/out of class assignments if this is a degree-applicable lecture class.**

PROGRAM CHECKLIST

Use this form to make sure you have completed all necessary documents before submitting your proposal.

Document	Check Off
Programs – Signature Page	
New program: List of courses in new program	
Program Change: Existing and proposed program	

A Program Development Model is discussed separately. For the steps involved in establishing a new occupational program, please see page III-1.

Programs – Signature Page

Item 1   Indicate whether this is a program change or a new program.

Item 2   Type in the **Department** using the 4-letter code (i.e., ENGL HIST, CSIS) and the **Program Title**.

Item 3   Obtain the appropriate electronic signatures.

Item 4   Indicate the desired date of implementation.

Program Change
Copy the current program from the MPC catalog or web site (or type it on a blank 8 ½ x 11 sheet of paper).
Indicate changes on a second copy (or type new program on blank 8 ½ x 11 sheet of paper).

New Program
Type the proposed program on a blank sheet of paper.

Course prerequisites are those courses that must be completed satisfactorily prior to enrollment in target courses. Title 5 regulations require that course prerequisites for new courses and any changes in course prerequisites for current courses be justified carefully. The faculty member writing the outline in conjunction with his/her department faculty must complete the Course Prerequisite: Content Review Form, and it must accompany the new course or course revision form for a course prerequisite established or changed after July 1990.

Monterey Peninsula College

Content Review:

- ## Course Prerequisite/Corequisite
- ## Basic Skill Advisories
- ## Course Advisory

A. Course Prerequisite/Corequisite

1. Identify the prerequisite course(s) that is going to be reviewed and its target course.

2. If there is more than one prerequisite course that needs to be reviewed, list each one on a separate Review form.

3. Follow the directions on the **Course Prerequisite/Corequisite: Content Review form**.

    Remember that corequisites need to be reviewed as well as prerequisites. You should demonstrate that the learning in the corequisite course needed for a particular module in the target course will take place prior to the introduction of the module that relies on that learning. In many cases, a course listed as a corequisite perhaps should be a prerequisite instead.

B. Basic Skill Advisories

1. Check the level of Basic Skills needed for successful completion of a target course.

    In the target course column, specify the kinds of basic skills competencies required for successful completion of the target course. Performance levels in reading, writing and/or math required in the target course need to be equal to or higher than the basic skill advisory level. The recommended basic skill level is the minimum level in reading, writing, and/or math needed in order to succeed in a target course. For example, if a student demonstrates a reading level of ninth grade on a standardized test, he/she may be able to succeed in a degree credit course which uses a textbook judged to have a readability level of thirteenth or higher grade level, if, in fact, the text is well organized and contains study aids for the student. Further, the instructors may well define many of the terms used in the text and explain examples of principles contained therein, reducing the burden on the student to gain information solely from a textbook. In this case, Eligibility for English 301 and 302 could be appropriate.

C. Course Advisory

In some cases, rather than designating a pre/corequisite, it may be more appropriate to advise students to take a specific course prior to enrolling in the target course. In this case, you would designate a course advisory. For example, English 1B has been designated a course advisory for English 42 and is listed as such in the catalog. Follow the directions provided on the Course Advisory: Content Review Form when designating a course advisory for a target course.

Note that you may recommend that students have certain skills/knowledge through the schedule and catalog descriptions rather than designate a course advisory per se. For example, the catalog description of BUSC 119A includes the statement: "Keyboarding and mouse skills are recommended prior to enrollment." Since this advice actually addresses a skill/proficiency level, including this sentence in the catalog/schedule descriptions may be more appropriate than designating a formal course advisory. You must complete the Course Advisory: Content Review form when including a specific course in the catalog and schedule descriptions and when designating a formal course advisory.

If you only refer to a set of skills or skills levels/knowledge in the catalog and schedule descriptions, you do NOT need to complete a Course Advisory: Content Review form.

Note:	Follow the identical process when submitting a Course Revision form requesting additions/changes in course prerequisite/corequisite, basic skill advisories, and course advisory.

Course Prerequisite/Corequisite:
Content Review Form

(See Course Outline Instruction Sheet for further information.)

Target course departmental designation	*Number*	*Title*

Prepared by:	*Date:*

Course Outline Date:

Course pre/corequisite to be reviewed (one form is required for each pre/corequisite course; pre/corequisites linked by "or" may be grouped together on one form if possible):

If appropriate, check one of the following and complete the justification when required as well as the page which follows:

☐   1.   The pre/corequisite is required by law or government regulations. (Work Experience would check this item.)

☐   2.   The health or safety of the students in this course requires the pre/corequisite.
Justification: Indicate how this is so.

☐   3.   The safety or equipment operation skills learned in the pre/corequisite course are required for the successful or safe completion of this course.
Justification: Indicate how this is so.

☐   4.   The prerequisite is required in order for the course to be accepted for transfer by UC or CSU systems.
Justification: Indicate how this is so by citing three UC and/or CSU equivalent courses that have this pre/corequisite.

Course (Dept. & #)	Title	Pre/Corequisite (Dept. & #)	UC or CSU Campus

☐   5.   There exists significant statistical evidence that the absence of the pre/corequisite course is related to unsatisfactory performance in the proposed course
Justification: Cite the statistical evidence.

☐   6.   This course is a course within a sequence of courses.

_____

Target Course Number and Title

_____

Prerequisite /Corequisite Course Number and Title

[ ]   7.   For all course pre/corequisites, even if you did check a number on the previous page, you will need to demonstrate that "the content of the proposed course as reflected in the course outline clearly builds upon and requires the content of the course pre/corequisite."

To demonstrate this requirement, list in Column 1 at least three major concepts, skills, or kinds of knowledge that a student will learn in the pre/corequisite course that are essential to the successful completion of the course. In Column 2, state the kinds of concepts, skills, kinds of knowledge that build on those learned in the pre/corequisite course. Use the course outlines to complete this process.

In the case of corequisites, it should be made clear how the material learned in the corequisite course is timed so that it is taught prior to the time the knowledge is needed in the target course.

Column 1: PREREQUISITE/COREQUISITE COURSE Concepts, Skills, Kinds of Knowledge Required Upon Completion	Column 2: TARGET COURSE Concepts, Skills, Kinds of Knowledge Which Require Prerequisite/Corequisite Course Skills/Knowledge

_____   _____

Approved by Division Chairperson   *Date*

Basic Skill Advisories:
Content Review Form

Basic Skill Levels **(Reading and Writing)**	**Target Course:**
	(Department and Course No.)

Completion of English 321 – Effective Writing Skills Students should know: 1. Basic sentence structure and the fundamental rules for mechanics; 2. Basic knowledge of essay requirements; 3. How to use freewriting to generate ideas and overcome writer's block; 4. How to write reader-response journals and effective summaries based on reading comprehension skills. **Completion of English 322 – Effective Reading Skills** Students should be able to: 1. Apply literal and inferential comprehension skills; 2. Determine word meanings of vocabulary used in material at this level; 3. Distinguish facts from opinions and recognize main ideas and supporting details. <u>Independent reading level</u>: local newspapers, consumer magazines.	**(Eligibility for English 301/302 or ENSL 380 should enable students to successfully attain the following skills, performance levels, and concepts integral to the target course:)**
Completion of English 301 – Academic Writing Students should be able to: 1. Write unified, coherent essays of at least 500 words demonstrating clear and logical structure. 2. Write coherent paragraphs using conventions of standard written English. 3. Write short impromptu papers in response to class readings. This is the writing level now expected for most of MPC's college-level, transferable courses. **Completion of English 302 – Academic Reading** Students should be able to: 1. Apply critical comprehension skills to reading material, correctly analyzing assumptions and requirements of supporting arguments. 2. Recognize the use of rhetorical modes in readings. 3. Determine word meanings and vocabulary used in material at this level. <u>Independent reading level</u>: *Time*, short stories, novels for recreational reading.	**(Eligibility for English 111/112 or ENSL 10/55 should enable students to successfully attain the following skills, performance levels, and concepts integral to the target course:)**
Completion of English 111 – Intro. to College Writing Students should be able to: 1. Write focused, organized and logically developed 500-word essays demonstrating proficiency in English usage. **Completion of English 112 – Critical Reading** 1. Read and analyze articles taken from publications such as *The New York Times* and *Harper's*, as well as books and essays by our best writers and thinkers.	**(Eligibility for English 1A should enable students to successfully attain the following skills, performance levels, and concepts integral to the target course:)**

Approved by Division Chairperson   *Date*

A basic skills advisory, as contrasted with a prerequisite/corequisite, is a recommended level in reading, writing, and/or math to be reached prior to enrollment in the target course. The counselors should strongly encourage students to reach the advisory level prior to enrollment in the target course.

Basic Skill Advisories:
Content Review Form

Basic Skill Levels **(MATH)**	**Target Course:**
	(Department and Course No.)

Completion of Math 360 1. Use the whole number system and perform arithmetic computations. 2. Perform division, multiplications, addition, and subtraction of fractions. 3. Solve application problems involving whole numbers, fractions, and decimals. 4. Solve problems involving ratio, proportion, and percent. 5. Understand basic geometric concepts involving perimeter, area and volume.	**(Eligibility for MATH 351 should enable students to successfully attain the following skills, performance levels, and concepts integral to the target course:)**
Completion of Math 351 1. Apply order of operations to simplify expressions involving integers, fractions, and decimals. 2. Apply basic properties of exponents. 3. Simplify algebraic expressions. 4. Solve simple linear equations. 5. Solve percent problems using equations. 6. Solve application problems.	**(Eligibility for MATH 261 should enable students to successfully attain the following skills, performance levels, and concepts integral to the target course:)**
Completion of Math 261 1. Carry out operations involving exponents, roots and radicals, polynomials, and rational expressions. 2. Solve linear equations and inequalities. 3. Solve systems of linear equations in 2 variables. 4. Solve quadratic equations. 5. Graph linear equations and inequalities; find the slope of a line; determine the equation of a line. 6. Solve application problems.	**(Eligibility for MATH 263 should enable students to successfully attain the following skills, performance levels, and concepts integral to the target course:)**
Completion of Math 263 1. Solve systems of linear equations involving two or three variables and systems of nonlinear equations. 2. Identify and graph functions, find the domain and range of functions; identify and graph the conic sections. 3. Use and graph exponential and logarithmic functions; solve exponential and logarithmic equations. 4. Solve application problems.	**(Eligibility for MATH 10, 13, 16, 17, or 18* should enable students to successfully attain the following skills, performance levels, and concepts integral to the target course:)**

(* Please circle appropriate course.)

Approved by Division Chairperson   *Date*

A basic skills advisory, as contrasted with a prerequisite/corequisite, is a recommended level in reading, writing, and/or math to be reached prior to enrollment in the target course. The counselors should strongly encourage students to reach the advisory level prior to enrollment in the target course.

Course Advisory: Content Review Form

_____

Target Course Number and Title

_____

Course Advisory: Course Number and Title

To justify designation of a course advisory, list in Column 1 at least three major concepts, skills, or kinds of knowledge that a student will learn in the advisory course that are essential to the successful completion of the course. In Column 2, state the kinds of concepts, skills, kinds of knowledge that build on those learned in the recommended course. Use the course outlines to complete this process.

Column 1: ADVISORY COURSE Concepts, Skills, Kinds of Knowledge Required Upon Completion	Column 2: TARGET COURSE Concepts, Skills, Kinds of Knowledge Which need Advisory Course Skills/Knowledge

_____   _____

Approved by Division Chairperson   *Date*