MPC GE STANDARDS

MPC's General Education Requirements Committee meets each year in November to recommend courses for inclusion in the MPC General Education pattern. The standards for inclusion are (1) Title 5 guidelines and (2) the Learning Outcomes that were adopted for GE courses beginning 2005-2006.

AREA A: Communication Skills

(*Title 5, Section 55806 (D) Language and Rationality. Courses in language and rationality are those which develop for the student the principles and application of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses.)*

AREA A1: English Composition

(*Title 5, Section 55806(D) Language and Rationality. 1. English Composition. Courses fulfilling the written composition requirement shall be designed to include both expository and argumentative writing.)*

Composition courses enhance students' abilities to read and listen critically, and to communicate knowledge, information, ideas, and feelings. The skills learned in these studies also enhance students' abilities to evaluate, solve problems, and make reasoned decisions.

Learning outcomes for this area include students' ability to:

1. read complex college-level texts and listen to college-level lectures without guidance, and summarize the information presented;
2. analyze ideas presented in college-level reading material, and present that analysis intelligently in writing;
3. write clearly, imaginatively, and forcefully, selecting forms, methods, and modes that will best achieve a writing assignment's purpose;
4. use proper research methods, keep proper research records, and incorporate researched material appropriately into their own ideas and writing;
5. form provable theses based on reading and research, and validate those theses, distinguishing between fact and opinion;
6. recognize and use logical arguments, persuasive strategies, and conventions that are appropriate to the writer's audience.

AREA A2: Communication and Analytical Thinking

(Title 5, Section 55806(D) Language and Rationality. 2. Communication and Analytical Thinking. Courses fulfilling the communication and analytical thinking requirement include oral communication, mathematics, logic, statistics, computer languages and programming and related disciplines.)

These courses improve effective communication and analytical thinking which enable the bridging of disciplines. Through the use of effective resources, students are able to interpret and analyze problems, evaluate answers, make judgments, and enhance their general knowledge.

Learning outcomes for this area include students' ability to:

1. Make effective use of tools in order to obtain, organize and/or critically evaluate information;
2. synthesize, critique, argue and give alternatives to various problems;
3. solve and/or avoid problems by experimenting and generating solutions;
4. communicate results orally, in writing, and through the use of various technological methods;
5. interconnect the knowledge of many different disciplines.

AREA B: Natural Sciences

(Title 5, Section 55806 (A) Natural Sciences. Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the General Education Requirement in natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the relationships between science and other human activities. This category would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics and other scientific disciplines.)

Natural Sciences increase students' awareness of the world of natural phenomena and the ability humans have to understand how the world functions by using scientific methods to investigate and judge phenomena and humankind's various roles in nature.

Learning outcomes for this area include students' ability to:

1. explain concepts and theories related to physical, chemical, and biological natural phenomena;
2. demonstrate an understanding of the scientific process and its use and limitations in the solution of problems;
3. draw a connection between natural sciences and their own lives;

4. make critical judgments about the validity of scientific evidence and the applicability of scientific theories;
5. demonstrate an understanding of the role of culture in the advancement of science and the impact of scientific advancement and natural phenomena on diverse cultures;
6. demonstrate knowledge of the use of technology in scientific investigation and human endeavors, and the advantages and disadvantages of that technology;
7. articulate solutions that they believe could improve the condition of humanity and the global environment;
8. demonstrate an understanding that our current level of knowledge regarding the natural sciences is limited and there is a need to learn and discover more, and to find innovative solutions to problems in our natural environment;
9. demonstrate an understanding of change and evolution as central underlying themes in the study of the Natural Sciences;
10. demonstrate an understanding of the structure and function of the human body.

AREA C: Humanities

(Title 5, Section 55806(C)Humanities. Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course shall be designed to help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments. Such courses could include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.)

The Humanities encompass thought and language and reflect, interpret, and communicate concepts, values, beliefs, and traditions held individually, socially, and culturally. Study of the humanities develops an awareness, appreciation, and understanding of the human condition and of how that condition relates to personal and societal needs, values, and achievements. The performing and visual arts are unique in that the mode of communication is primarily presentational rather than discursive, and the deepest meanings in the arts are non-verbal.

Learning outcomes for this area include students' ability to:

1. effectively communicate and express themselves and make themselves understood through visual, auditory, tactile, and symbolic means;
2. demonstrate knowledge of the variety of forms of expression (verbal and non-verbal) and of how those are used to communicate social, cultural, and personal ideas, feelings, and concepts;

3. demonstrate knowledge of how history, language, and the visual and performing arts are interconnected, as well as an understanding of the value and role of each communication;
4. demonstrate knowledge of how and why the visual and performing arts are unique and how inherent meaning in the arts transcend written and verbal communication.

AREA D: Social Sciences

(Title 5, Section 55806(B) Social and Behavioral Sciences. Courses in the social and behavioral sciences are those which focus on people as members of society. To satisfy the general education requirement in social and behavioral sciences, a course shall be designed to develop an awareness of the method of inquiry used by the social and behavioral sciences. It shall be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate. This category would include introductory or integrative survey courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology and related disciplines.)

Social Sciences courses provide theory and instruction on the role of institutions, groups and individuals in society. These courses focus on the interaction of social, historic, economic, political, geographic, linguistic, religious and/or cultural factors, with emphasis on the ways humans understand the complex nature of their existence. Courses emphasize the understanding of human and societal development within the context of issues which could divide people and cultures (e.g. racism, colonialism, geopolitical issues and economic inequities) and the complex relationships between culture, individual development and historical context. Courses include discussion of skills and practices used by social sciences: data collection, hypotheses development and testing, and critical evaluation of evidence.

Learning outcomes for this area include students' ability to:

1. identify and analyze key concepts and theories about human and/or societal development;
2. critique generalizations and popular opinion about human behavior and society, distinguishing opinion and values from scientific observations and study;
3. demonstrate an understanding of the use of research and scientific methodologies in the study of human behavior and societal change;
4. better understand themselves, others, and society;
5. understand and think critically about different cultures and their influence on human development or society, including how issues related to race, class and gender interact with culture to impact females and males;

6. examine the biological, psychological, and sociological factors that influence the personalities and behaviors of females and males from a multicultural perspective;
7. understand how history influences cultural development and is influenced by culture.

AREA E: Lifelong Learning and Self-Development

Courses in this area promote lifelong learning and self-development and reflect the depth of human interest and possibilities. The knowledge gained from these courses assists students to function as independent and effective learners in a continual process of personal growth.

Learning outcomes for this area include students' ability to:

AREA E1: Wellness

1. develop an awareness of how physical, social, emotional, or intellectual factors influence their personal development.

AREA E2: Introduction to Careers

1. explore a discipline and to function as independent and effective learners;
2. accurately assess knowledge, skills, and abilities in relationship to their educational and career goals.

AREA F: Intercultural Studies

Courses in Intercultural Studies increase students' understanding of and appreciation for cultures and groups of people within the United States, including people within one's own group and those who are in a different cultural group. History, customs, methods of communication, artistic representations and traditions are explored in these courses that address theoretical and analytical issues relevant to understanding race, culture, gender and ethnicity in American history and society. Each course is an integrated and comparative study of at least three of the following: African Americans, American Indians, Asian Americans, Chicano/Latino Americans, and European Americans.

Learning outcomes for this area include students' ability to:

1. connect knowledge of self and society to larger cultural contexts;
2. articulate the differences and similarities between and within cultures;
3. identify cultural themes of immigrant and native groups within the United States of America;
4. identify the contributions to American culture of each group studied.

CSU/GE STANDARDS

The following description of CSU Breadth requirements is taken from:

Executive Order No.: 595
Title: General Education-Breadth Requirements
Effective Date: January 1, 1993
Supercedes: Executive Order No. 338,342

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

At least nine of the 48 semester units or 72 quarter units shall be earned at the campus granting the degree.

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

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

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

and informal fallacies of language and thought, and the ability to distinguish matters of fact from issues of judgment or opinion.

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

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

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

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

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

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

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

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

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

Designations for Subject Areas and Objectives

Area A:	Communication in the English Language and Critical Thinking	
	Oral Communication	A1
	Written Communication	A2
	Critical Thinking	A3
Area B:	Physical Universe and Its Life Forms	
	Physical Science	B1
	Life Science	B2
	Laboratory Activity	B3
	Mathematics/Quantitative Reasoning	B4
Area C:	Arts, Literature, Philosophy and Foreign Languages	
	Arts (Art, Dance, Music, Theatre)	C1
	Humanities (Literature, Philosophy, Foreign Languages)	C2
Area D:	Social, Political, and Economic Institutions and Behavior; Historical Background	
	Anthropology and Archeology	D1
	Economics	D2
	Ethnic Studies*	D3
	Gender Studies*	D4
	Geography	D5
	History	D6
	Interdisciplinary Social or Behavioral Science	D7
	Political Science, Government, and Legal Institutions	D8
	Psychology	D9
	Sociology and Criminology	D0
Area E:	Lifelong Understanding and Self-Development	E

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

IGETC STANDARDS

Adoption of the Intersegmental General Education Transfer Curriculum Board of Governors California Community Colleges March 15, 1991

Assembly Bill 1725 directed the governing boards of the University of California, the California State University, and the California Community Colleges, with appropriate consultation with the Academic Senates of the respective segments, to jointly "develop, maintain, and disseminate a common core curriculum in general education for the purpose of transfer," and to adopt that curriculum**.**

What follows is a guideline for course inclusion in each area of IGETC.

Subject Area: English Communication
(3 courses; 9 semester, 12-15 quarter units)*
*Students transferring to UC do not have to meet the oral communication requirement.

> The English Communication requirement shall be fulfilled by completion of three semesters or nine units of lower-division courses in English reading and written composition (1 course), critical thinking-English composition (1 course), and oral communication* (1 course). Successful completion of the course in reading and written composition shall be prerequisite to the course in critical thinking-English composition.
>
> *Instruction approved for fulfillment of the requirement in communication is to be designed to emphasize the content of communication as well as the form and should provide an understanding of the psychological basis and the social significance of communication, including how communication operates in various situations. Applicable courses should view communication as the process of human symbolic interaction focusing on the communicative process from the rhetorical perspective: reasoning and advocacy, organization, accuracy; the discovery, critical evaluation and reporting of information; reading and listening effectively as well* as *speaking and writing. This must include active participation and practice in written communication and oral communication.*

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

Subject Area: Mathematical Concepts and Quantitative Reasoning
(1 course; 3 semester, 4-5 quarter units)

The Mathematical Concepts and Quantitative Reasoning requirement shall be fulfilled by completion of a one-semester course in mathematics or statistics above the level of intermediate algebra, with a stated course prerequisite of Intermediate Algebra. Courses on the application of statistics to a single discipline may not be used to fulfill this requirement. An appropriate course in statistics must emphasize the mathematical bases of statistics, probability theory and estimation, application and interpretation, uses and misuses, and the analysis and criticism of statistical arguments in public discourse.

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

Subject Areas: Arts and Humanities
(at least 3 courses; 9 semester, 12-15 quarter units)

The Arts and Humanities requirement shall be fulfilled by completion of at least three courses which encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic and cultural importance. Students who have completed this requirement shall have been exposed to a pattern of coursework designed to develop a historical understanding of major civilizations and cultures, both Western and non-Western, and an understanding and appreciation of the contributions and perspectives of

women and of ethnic and other minorities. In the Arts, students should also learn to develop an independent and critical aesthetic perspective.

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

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

Subject Area: Social and Behavioral Sciences
(at least 3 courses; 9 semester, 12-15 quarter units)

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

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

Subject Area: Physical and Biological Sciences
(at least 2 courses; 7-9 semester, 9-12 quarter units)

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

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

OTHER

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

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

INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM (IGETC)

Summary Outline

English Communication:	One course, English composition, 3 sem./4-5 qtr. units; this course is a prerequisite to critical thinking One course, critical thinking-English composition, 3 sem./4-5 qtr. units; strong emphasis on writing; prerequisite: English composition One course, oral communication (a), 3 sem./4-5 qtr. units
Mathematics:	One course, mathematics/quantitative reasoning, 3 sem./4-5 qtr. units
Arts and Humanities	Three courses, at least one course in arts and at least one course in humanities, 9 sem./12-15 qtr. units
Social and Behavioral Sci.	Three courses in at least two disciplines within this subject area, 9 sem./12-15 qtr. units
Physical and Biological Sci.	Two courses, one course in each area, and at least one must include a laboratory, 7-9 sem./9-12 qtr. units
Language Other Than Engl.	Proficiency equivalent to two years' high school study (b)

(a) Students transferring to UC do not have to meet the oral communication requirement.

(b) Students transferring to CSU do not have to meet the proficiency in language other than English requirement.

PREPARING INSTRUCTIONAL OBJECTIVES

Course Outline #14 Course Objectives/Exit Standards

Upon completion of this course, students will be able to:

The purpose of this section of the Course Outline is to convey the learning outcomes expected of students. Each objective generally begins with an action verb that indicates what the student will *do* as a result of instruction. In addition, these objectives describe an action that is *measurable*. The Methods of Evaluation section (#17 of the Outline), then, addresses the issue of accountability of student performance.

Degree applicable credit courses are required to demonstrate critical thinking. Critical thinking involves *active* higher cognitive processes which analyze, synthesize, and/or evaluate information. This is contrasted with more *passive* activities such as knowing, comprehending, or applying information. Not *all* objectives need to reflect a critical thinking outcome; however, it should be clear that higher level thinking skills are an essential component of the course. This should be reflected in not only the objectives, but throughout the Course Outline.

Bloom's taxonomy provides a useful way to evaluate the cognitive level of an objective:

Lower-level Learning Outcomes

Knowledge (Recognition and recall of facts)

Define	Recall
Repeat	Name
Record	Relate
List	Underline

Comprehension (Interpreting, translating, summarizing or paraphrasing of information)

Translate	Express
Restate	Identify
Discuss	Locate
Describe	Report
Recognize	Review
Explain	Tell

Application (Application or use of information in a new or different context)

Interpret	Practice
Apply	Illustrate
Employ	Operate
Use	Schedule
Demonstrate	Shop
Dramatize	Sketch

Higher-level Learning Outcomes (Critical Thinking)

Analysis (Analysis of information which clarifies the relationships between component parts)

Distinguish	Diagram
Analyze	Inspect
Differentiate	Debate
Appraise	Inventory
Calculate	Question
Experiment	Relate
Test	Solve
Compare	Examine
Contrast	Categorize
Criticize	

Synthesis (Combination of facts and/or concepts to create a new idea or relationship)

Compose	Collect
Plan	Construct
Propose	Create
Design	Set up
Formulate	Organize
Arrange	Prepare
Assemble	

Evaluation (Use of knowledge – including facts and concepts – for judgment or decision-making)

Judge	Score
Appraise	Select
Evaluate	Choose
Rate	Assess
Compare	Estimate
Value	Measure
Revise	

Consider the difference between an original and a revised objective:

Before:	Understand the significant art achievements of the Renaissance through Modern Europe
After:	Compare and contrast the art works of several historical periods to ascertain their stylistic, aesthetic and historical relationships

Hours to Units Conversion Chart

Total Lecture Hours	Lecture Hours Per Week	Units
8.5 - 16.5	.48 - .97	0.5
17 - 25	.98 - 1.47	1
25.5 - 33.5	1.48 - 1.97	1.5
34 - 42	1.98 - 2.47	2
42.5 - 50.5	2.48 - 2.97	2.5
51 - 59	2.98 - 3.47	3
59.5 - 67.5	3.48 - 3.97	3.5
68 - 76	3.98 - 4.47	4
76.5 - 84.5	4.48 - 4.97	4.5
85 - 93	4.98 - 5.47	5

Total Lab Hours	Lab Hours Per Week	Units
25.5 - 50.5	1.48 - 2.97	0.5
51 - 76	2.98 - 4.47	1
76.5 - 101.5	4.48 - 5.97	1.5
102 - 127	5.98 - 7.47	2
127.5 - 152.5	7.48 - 8.97	2.5
153 - 178	8.98 - 10.47	3
178.5 - 203.5	10.48 - 11.97	3.5
204 - 229	11.98 - 13.47	4
229.5 - 254.5	13.48 - 14.97	4.5
255 - 280	14.98 - 16.47	5

Total Studio Hours	Studio Hours Per Week	Units
16.5 - 33.5	.98 - 1.97	0.5
34 - 50	1.98 - 2.97	1
50.5 - 67.5	2.98 - 3.97	1.5
68 - 84	3.98 - 4.97	2
84.5 - 101.5	4.98 -5.97	2.5
102 - 118	5.98 - 6.97	3
118.5 - 135.5	6.98 - 7.97	3.5
136 - 152	7.98 - 8.97	4
152.5 - 169.5	8.98 - 9.97	4.5
170 - 186	9.98 - 10.97	5

Key

Semester Length = 17 weeks
17 lecture hours = 1 unit
51 lab hours = 1 unit

Curriculum Documents

ADDITIONAL INSTRUCTION SHEET

Information for Completing New Course Proposals, Course Revisions, Supplemental Course Outlines, and Distance Education Forms

A. Course Data Sheet (Some points of clarification)

1. In terms of instructional methodology, it is important to remember that most of our courses are lecture (10), lab/activity (20), or a combination thereof (30). In terms of contact hours, a semester-length lecture course requires one hour per week per unit and two hours homework per lecture hour, while lab/activity requires three hours per week per unit (no homework requirement).

2. Transferability of Credit Courses
   For CSU:
   a. courses recommended for the GE pattern are at the discretion of CSU. The MPC Articulation Office must submit course outlines to CSU for GE consideration.

   b. course-to-course articulation requires that we list parallel lower division courses at CSU.

      Departmental Designation and Course Number & Title: _____
      Prerequisites: _____
      CSU Campus: _____

   c. other courses can be recommended as electives to CSU. We may place them on the list, and they will be generally accepted unless CSU challenges an entry. Courses numbered 1-99 are designated as CSU transferable.

   For UC:
   courses must be articulated as transferable. You will need to list parallel lower division courses:

   Departmental Designation and Course Number & Title: _____
   Prerequisites: _____
   UC Campus: _____

If you did not enter parallel courses, you must provide rationale for transferability.

3. See below for coding for courses:

State of California Classification – Primary Objective

A	=	Liberal Arts and Sciences education
B	=	Developmental preparatory
C	=	Adult and secondary basic education courses
D	=	Personal development and survival courses
E	=	Courses for substantially handicapped persons
F	=	Parenting and family support courses
G	=	Community and civic development
H	=	General and cultural
I	=	Occupational education

State of California Classification--Transfer Code

Y or N	=	Transferable to UC

Y or N	=	Transferable to CSU only

State of California Classification—Credit Status

D	=	Credit, Degree Applicable (Courses numbered 0001-0299)
C	=	Credit, Non degree Applicable (Courses numbered 0300-0399)
N	=	Non credit, but not community services (Courses numbered 0400-0499)

SAM Code

A	=	Apprenticeship
B	=	Advanced occupational
C	=	Clearly occupational
D	=	Possibly occupational
E	=	Non-occupational

For non credit courses, use the following codes:

Non-Credit Code

1	=	Parenting
2	=	Elementary and Secondary Basic Skills
3	=	English as a Second Language (ESL)
4	=	Citizenship for Immigrants
5	=	Courses for Persons with Substantial Disabilities
6	=	Short-term Vocational
7	=	Courses for Older Adults
8	-	Home Economics
9	=	Health and Safety

Your Division Chair, Dean and/or Vice President, Academic Affairs will assist with coding courses.

B. Official Course Outline of Record

1. Designate the four-letter alpha designation, e.g. ENGL, for Department, the course number, and the course title. For Course Categories and Numbering System, see below:

Associate Degree Credit Course

- A baccalaureate level course transferable to 4-year colleges and universities. *(MPC courses in 1-99 series)*
- A continuing education course in an occupational field, with transfer at the discretion of the transfer institution. *(MPC courses in 100-199 series)*
- An in-service or exploratory, general course in an occupational field, for community college credit only. *(MPC courses in 200-299 series)*
- A mathematics course at the elementary algebra, geometry, or advanced algebra level, for community college credit only. *(MPC courses in 200-299 series)*

Non-Degree Credit Course

- A course for which credit is awarded and recorded on transcripts but cannot be used to satisfy associate degree requirements.
- A developmental course in reading, writing, mathematics, language and study skills. (MPC courses in 300-399 series)
- An apprenticeship course.

Non Credit Course

A course for which no credit is awarded and no record is made on transcripts. (MPC courses in 400-499 series)

- A course in parenting
- A course in elementary and secondary basic skills
- A course in English as a second language (ESL)
- A course in citizenship for immigrants
- A course for persons with substantial disabilities
- A short-term vocational course
- A course for older adults
- A course in home economics
- A course in health and safety

2. Catalog Description

   A catalog description consists of brief, direct, present-tense statements (complete sentences) of course purpose and content, preferably no more than 35-50 words. Use language that is intelligible to the student and that describes the course in terms of its primary objectives, without repeating the course title. This box must also include any additional information that should appear in the catalog listing: units, hours, pre/corequisites, course advisor(ies), credit transferable, and LG-C/NC.

3. Schedule Description

   For the schedule in which brevity is crucial, one or two phrases (limited to 25-35 words) should be provided. This box must also contain any additional information that should appear in the schedule listing: pre/corequisites, advisories, CSU/UC transfer, and LG-C/NC.

4. Basic Skill and Course Advisories

   Appropriate levels of Reading, Writing and/or Math that are necessary for successful course completion will be recommended for each course when applicable. Such a level(s) needs to be entered on the course outline. Skill levels may be mandatory only with adequate empirical validation in addition to Content Review, if the target course is other than a reading, writing, and/or math course. In order to specify a basic skill advisory(ies), indicate the course(s) in reading, writing, and/or math for which students should be eligible and complete and attach a Basic Skills Advisories: Content Review Form for each advisory. All transferable courses must have Basic Skills Advisories of ENGL 111 + 112 or ENSL 110 + 155.

   When you want to recommend that a course (other than a course in reading, writing, and/or math) be completed satisfactorily prior to enrollment in a target course, you may include a statement at the end of the schedule and catalog descriptions of the target course or you may specify a course advisory in the outline. If you choose to add language to the schedule and catalog descriptions rather than specify a formal course advisory, you should add to the schedule and catalog descriptions a sentence like the following: *It is recommended that students complete ____ or demonstrate the skills addressed in _____ before enrolling in this course.* (See further information on the Content Review instruction sheet for prerequisite/corequisite, basic skills advisories, and course advisory.) For a formal course advisory, complete the Course Advisory: Content Review Sheet.

5. Course Prerequisites/Corequisites

   Course prerequisites are those courses that must be completed satisfactorily prior to enrollment in target courses. Corequisites are courses that must be completed during the same term as the target course. Title 5 regulations require that course prerequisites and corequisites for new courses be justified carefully;

the same consideration must be given when changing prerequisites/corequisites for current courses. The Course Prerequisite/Corequisite form must be completed by the faculty member writing the course outline in conjunction with his/her department faculty, and it must accompany the new course (or course revision form) for a course prerequisite/corequisite established or changed after July 1990. A discussion of Content review is provided on the Content Review form. Course prerequisites/corequisites outside of the discipline may be established only with empirical evidence.

6. Repeatable for Credit Yes ☐ No ☐

   If yes, number of times _____ and maximum number of units _____.

   In activity areas such as tennis in Physical Education, students may enroll in courses in that subject area, for example, tennis, for a total of four (4) times. The outlines must demonstrate how performance objectives change with each repeat or how a higher level of performance is expected.

   In activity (performance and studio) courses in the visual and performing arts, students may enroll in each course for a maximum of four times if the course is included in a transfer sequence (University Studies sequence). If not included in the transfer sequence, the rule above specified for Physical Education applies, i.e., students may enroll in an activity area such as painting studio for a total of four (4) times.

   For a variable unit credit course, the outline must indicate different objectives and content for each unit (or .5 unit) included. For these courses, the **maximum** number of times a student enrolls in the course is not the determining factor; rather students may enroll in the course and proceed to subsequent units/modules in following terms until all modules/units have been completed—unless the course is in a PE activity or other activity area in which students may enroll for a total of four times as explained above. It is understood that in these variable unit credit courses students do not repeat modules/units previously mastered; rather, each term they proceed to modules/units that they have not yet taken.

7. Grading/Credit

   Method of grading must be specified. Optional Credit/No Credit or Letter Grade means that the course is letter graded by instructors; students, on the other hand, have the option of having the Letter Grade converted to Credit/No Credit if they submit a request by the deadline specified by Admissions and Records. It should be noted that for courses required for a major, four-year institutions will accept letter grades only. It might be noted that most of our non-degree credit courses are offered for C/NC only although this practice could be reviewed.

8. Course Objectives/Exit Standards

   Course/student objectives are those behaviors which students will be able to demonstrate upon successful completion of the course. The list of objectives should contain the major objectives in terms of the observable knowledge and/or skills to be demonstrated as a result of completing the course. Instructors should complete this section in a manner that demonstrates students' use of critical thinking (e.g., apply principles to new situations; formulate and assess problems and solutions; analyze, synthesize, evaluate, compare/contrast concepts/information learned). (Title 5, 55002 [a])

9. Course Content and Scope

   Instructors need to create a topic outline specifying the topics covered and the emphasis generally placed on topics included (Title 5, 55002 [a]). In this section, you should indicate also how the course will address race, class, gender issues if applicable.

   Example: INTERMEDIATE COMPUTER PROGRAMMING TOPICS

   1. Program Design and Implementation
      a) Top down design, structured coding modularity, maintainability.
      b) Testing and program identification

2. Data Structures and Associated Algorithms
   a) Arrays: Review of standard sorting and searching techniques.
   b) Applications: Further matrix computational

3. Data Structure
   a) Binary trees and general trees
   b) Applications: Traversal algorithms, search trees

10. Methods of Evaluation

Instructors indicate in this section the procedures for evaluating student performances appropriate for the course. These procedures must be consistent with the objectives as well as the course content and scope specified in the outline. For degree credit courses a student's grade must be based on demonstrated knowledge/proficiency in the subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays. Essays or other demonstrations of ability to use appropriate symbol systems or other skill demonstrations, where appropriate, must be included in the procedures for measuring student performance.

In the process of describing evaluation procedures, instructors need to mention the kinds of assignments and tests given. The outline of record should be clear enough as to both the standards students must meet and the methods by which it will be determined that these standards have been met. Further, it should be noted that students need to have a fair idea of what to expect and a reasonable degree of comparability of student outcomes across different sections of the same course.

Students will be graded, at a minimum, in at least one of the following two categories. If category (a) is not included in the evaluation, the initiator must explain why substantial writing assignments are an inappropriate basis for at least part of the grade (Title 5, 55002 [a]). See the two categories below:

a) Substantial writing assignments, including essay exams, term or other paper(s), laboratory report(s), written homework, reading report(s), or other (specify).

b) Substantial writing assignments in this course are inappropriate because (1) the course is primarily computational in nature; (2) the course primarily involves skill demonstrations or problem solving; (3) other rationale (explain).

11. Required Text(s)

This section includes examples of required reading that are appropriate for the course. The readings specified in this section reflect the department's expectation for students in this course and serve as a guide for faculty in developing their own syllabi. (Title 5, 55002 [a]) For degree credit courses, texts with college-level readability should be used. List the title, author, publisher, and date of publication.

List textbooks or other college-level materials as well as supplies that are required for this course. Determining whether materials are "college level" is a subtle matter, often not reducible to even the best readability formula. Certainly most of the material should be certifiable as at least Tenth Grade, but some well-written works of merit may have a lower readability measure. Some texts may have a high readability measure only because they are poorly written. Affecting the readability computed by using readability formulas are the complexity and breadth of the ideas presented. The value of the content and the quality of the presentation always should be given weight in addition to readability (calculated by formula) alone. Note: Students may be required to purchase only instructional materials that are of continuing value to the student outside of the classroom setting.

12. Reading, Writing and Other Out-of-Class Assignments

    This section includes a summary of reading assignments given, projects, and other activities to be completed by students outside of class. Other instructors using the outline (upon approval) should provide the same/similar kinds of assignments, ensuring comparability of course depth/expectations across sections.

C. Distance Education

When preparing a course for Distance Education delivery, you must complete the Distance Education Form and revise the Course Outline and Course Data Sheet to reflect the change in delivery. You must also submit a course revision form reflecting the addition of the Distance Education (online) option. All Distance Education courses are coded UA (Units Attempted) in the Santa Rosa system. UA means that apportionment may be collected on a per-unit basis rather than for contact hours designated for a course. At this time, we are approving only lecture courses for offering via Distance Education.

When completing the form, make sure you consult with your Division Chair, Associate Dean of Instructional Technology and Development, and your Dean. The completed form and other course documents must be reviewed and approved by the CAC, so the usual process for submitting material to the CAC will be followed.

February 27, 2006

TO: Faculty, Administrators, Academic Managers, & Division Office Managers

FROM: Susan Walter
Chair, Curriculum Advisory Committee

RE: **CAC DEADLINES FOR NEW COURSE PROPOSALS, REVISIONS OF EXISTING COURSES, & PROGRAM CHANGES FOR THE 2007-2008 CATALOG**

The Curriculum Advisory Committee (CAC) has established the deadlines for all items to be submitted for inclusion in the *2007-2008 MPC Catalog*. The deadlines are as follows:

MONDAY, OCTOBER 2, 2006: **Course Proposals/Revisions/Program Changes submitted to the appropriate Dean**

MONDAY, OCTOBER 30, 2006: **Submission from Dean to CAC**

The above deadlines must be met if you are submitting:

- New course proposals
- Program changes
- Course revisions that involve changes in:
    - Basic Skills or Course Advisories
    - Units
    - Prerequisite(s)/corequisite(s)
    - Contact hours
    - Objectives
    - Course content
    - Method of delivery (Distance Education)

Please note: **If a new course will be submitted to meet a specific area of the Intersegmental General Education Transfer Curriculum (IGETC) or the California State University (CSU) General Education pattern, the course must be fully approved by MPC (CAC and Board approval) no later than the end of the spring 2006 semester for the <u>2007-2008</u> lists. The UC and CSU will not allow us to include a course on the IGETC or the CSU General Education pattern without their approval; consequently, we must meet compliance dates for their review.**

Only proposals submitted on current forms (available on the Intranet or from the Office of Academic Affairs) will be accepted. Please fill the forms out completely and accurately. **Incomplete proposals cannot be processed and will be returned.**

Thank you for your cooperation.

TO MPC'S COURSE NUMBERING SYSTEM

Course Numbers

The college has adopted the following numbering system effective fall, 2005:

1-99 BS/BA Level
Courses numbered 1 through 99 are baccalaureate level courses, carrying lower division baccalaureate level credit at four-year colleges and universities. Not all courses numbered 1-99 are transferable to UC. Check the MPC Catalog description for transferability. Baccalaureate applicable courses in the 1-99 series meet the following criteria:

1. The course is parallel to one offered at a California State University or University of California campus and/or has been accepted as satisfying a general education requirement as indicated by the approved CSU-GE List (California State University General Education List) or the IGETC (Intersegmental General Education Transfer Curriculum).

2. The course has procedural rigor to meet the critical thinking and/or computational levels required for baccalaureate level courses.

Courses in this series are also associate degree applicable.

100-299 Associate Degree
Courses numbered 100 through 299 are associate degree level courses. They are generally, but not exclusively, occupational in nature. Courses numbered 100-199 may transfer at the discretion of the receiving institution.

300-399 Credit, Non-associate
Courses numbered 300 through 399 are intended as developmental courses in reading, writing, mathematics, study and learning skills. They may not be used to fulfill any degree requirements.

400-499 Non-credit
Courses numbered 400 through 499 are courses for which no credit is awarded.

Criteria for Online Course Development
Curriculum Advisory Committee

General Goals of Online Course Development at MPC

The online course program at Monterey Peninsula College will:

- Provide a venue for alternative avenues of learning for students;
- Provide a means for students to complete programs from outside the geographic area;
- Build on what is already offered; enhance what is already done well;
- Attract new students.

General Criteria for Online Course Development Approval

In recognizing the California Community Colleges Distance Education Regulations and Guidelines, the Curriculum Advisory Committee of Monterey Peninsula College adopts the primary concept of Distance Learning as "the use of technology utilized 51% or more of the time to deliver instruction during the course term and where the student and instructor are separated by distance." (CCC DE Regulations and Guidelines, March 2002). Instructors of courses with multiple on-campus sections and in which student demand exceeds the capacity of the sections typically offered are especially encouraged to develop such courses for online delivery. Courses developed and submitted by instructors will be reviewed by CAC for their ability and capacity to serve student needs. The following general categories (not inclusive) are typically eligible:

1. General Education Program courses;
2. Transfer courses listed in Areas of Emphasis under University Studies;
3. Occupational courses;
4. Niche Programs appropriate for online delivery;
5. Courses that serve an audience not able to attend on-campus classes.

Prior to developing a course for online delivery, the instructor should examine plans with the instructional dean for his/her area. Several factors including lab work, enrollment trends, course sequencing and others need discussion prior to planning courses for online delivery.

Online Enrollment Guideline

The first time the course is offered online, the enrollment maximum may be set at 25. After that time, class size is treated as if the course is offered on campus.

Competencies for Online Instructors

I. **Basic Technology Competencies**:

To ensure the best online instruction possible, instructors must demonstrate basic technology competence, supported by the Office of Instructional Technology & Development Department, to include:

a. The ability to operate within one of the standard campus online operating environments;
b. The ability to use the standard campus word processing applications;
c. The ability to use the standard campus email applications and have an MPC email account;
d. The ability to use the standard campus web authoring program(s) to develop a web page for student information;
e. The ability to use the Internet;
f. The ability to provide for accessibility for the disabled.

II. Successful Completion of Online Course Development training through the Office of Instructional Technology & Development or other entity.

III. Course Outline Approval for Online Delivery

a. Distance Education courses will follow the same approval process as on- campus courses. Instructors must meet the same deadlines for approval and adoption to the Monterey Peninsula College Schedule of Classes for the appropriate semester.