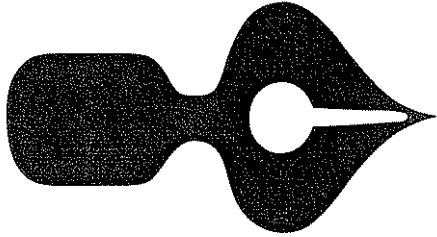
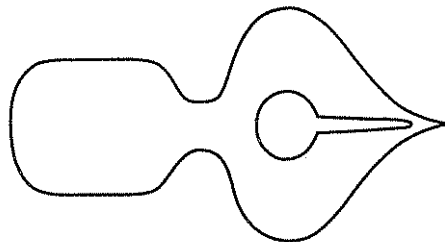
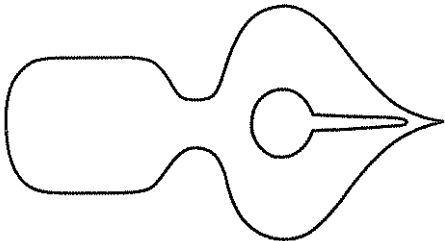
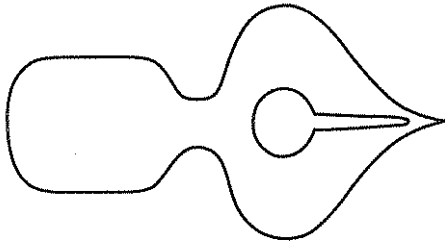


**PROGRAM &  
COURSE  
DEVELOPMENT &  
REVISION:**



**CURRICULUM HANDBOOK  
FOR DEVELOPING  
DIVISION CURRICULUM  
PRESENTATION PACKETS**



**CHABOT COLLEGE  
AUGUST 2006**



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Forms and Instructions for State Approval of New Programs: access the *Program and Course Approval Handbook* online at [http://www.cccco.edu/divisions/esed/aa\\_ir/credit/credit\\_attachments/hndbk032003.doc](http://www.cccco.edu/divisions/esed/aa_ir/credit/credit_attachments/hndbk032003.doc)



## STEPS IN THE CURRICULUM PROCESS AT CHABOT COLLEGE

Please follow formats that appear in this *Handbook*. Copies of the *Handbook* are available from your division dean or the Office of Academic Services.

- Attend the Curriculum Committee's training on curriculum proposals, which will be offered mid-Spring and early Fall. **Please note that meeting the deadlines specified below may require beginning work on the curriculum proposal one semester prior to the semester you intend to present.**

### *At least 10-8 WEEKS PRIOR to Presentation Date*

- Start thinking about your proposal.
  - Determine your goals for the course or program you are proposing.
  - What student, institutional, community needs is the course or program addressing?
  - Do other courses fulfill these needs? If so, why are you proposing this course?
  - What degree requirements do you want the course to fulfill?

[This list is from Diamond, Robert H., *Designing and Assessing Courses and Curricula*, San Francisco, Jossey-Bass Publishers, 1998]

- What will be the expected outcomes students will need to achieve? Given the competencies of the target population, the time, and the resources, are the outcomes feasible?
- What information, process, attitudes, and values constitute the content of the course or program? How are content elements related to specific expected student outcome for the course or program?
- What kinds of learning activities and materials will you use? Are these compatible with the outcomes you want your students to achieve?

- What criteria will you use to evaluate the adequacy of the students' progress and achievement? What instruments/procedures will you use to collect evidence of students' progress and achievement?

- The Committee strongly recommends that faculty consult with other faculty in their areas and in other areas impacted by their proposal, both at Chabot and LPC, and that faculty be supported by their deans as needed in this communication effort. [For information on LPC Curriculum Committee representatives and Division/Discipline contacts, call Martha Konrad, Executive Assistant to the Vice President, Academic Services, at (925) 424-1104.] Include advisory committees and others as appropriate. Let them know your ideas; work through concerns. The Committee's strong recommendation is that, to the extent possible, differences and concerns be resolved by faculty, with support from their deans, prior to presentation to the Curriculum Committee.

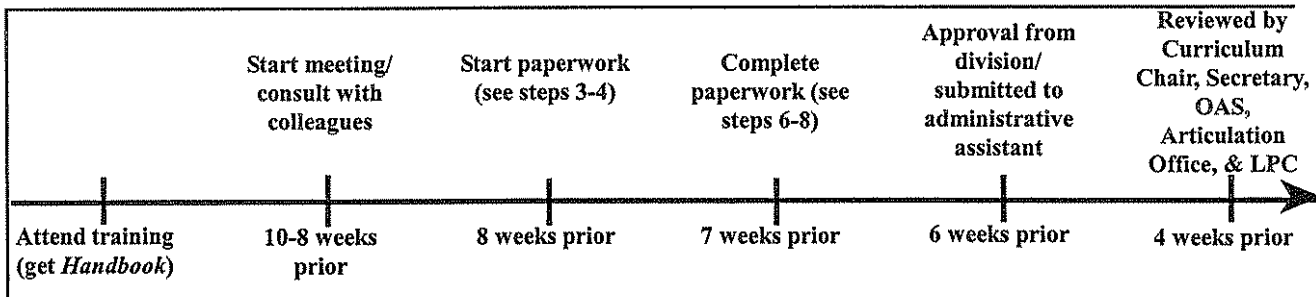
- When applicable, begin pulling together information needed for state approval.

### *At least 8 WEEKS PRIOR to Presentation Date*

- Develop a draft course outline/program page. Share the draft with other faculty as needed for suggestions. Inform disciplines that may be impacted by the change in the course or the new course.
- Consult with the library (new courses) and, if applicable, with the Distance Education Curriculum Support Committee. Complete appropriate forms, and get necessary approvals. (See Page 28 for more information on appropriate forms.)

### *At least 7 WEEKS PRIOR to Presentation Date*

- Complete a Statement of Rationale form including an Abbreviated Course Description for the *Class Schedule*.





8. Complete the Curriculum Presentation Packet, including articulation, prerequisite, corequisite, and advisory paperwork, as applicable.
9. If the division has a division curriculum committee, present the proposal plus all accompanying paperwork to them in a timely manner for recommendations and approvals.

**At least 6 WEEKS PRIOR to Presentation Date**

10. Present the proposal plus all accompanying paperwork to the division for approval.
11. Submit to the division administrative assistant in the manner agreed to by the division, all course outlines, program pages, and accompanying paperwork for inclusion in the division's Curriculum Presentation Packet, which will include the Division Dean's Checklist for Proposals. **Curriculum presentations must be in the format presented in the *Curriculum Handbook*.**
12. Be available to sign forms and to answer questions from the division administrative assistant.
13. Begin paperwork for state approval when applicable.

**4 WEEKS PRIOR to Presentation Date**

14. Divisions must submit 1 copy of their Curriculum Presentation Packets to the Curriculum Chair, 1 copy to the Articulation Office, and 6 copies to Kaaren Krueg for use by Academic Services and to forward to LPC **four weeks** prior to the scheduled presentation to the Curriculum Committee.

**3 WEEKS PRIOR to Presentation Date**

15. Advance copies (see #14) will be reviewed and returned within one week.

**2 WEEKS PRIOR to Presentation Date**

16. After any additional changes or corrections are made, the final draft must go to production **2 weeks prior to the presentation date**. You will need approximately 20 copies for distribution plus what you need for division use.

**1 WEEK PRIOR to Presentation Date**

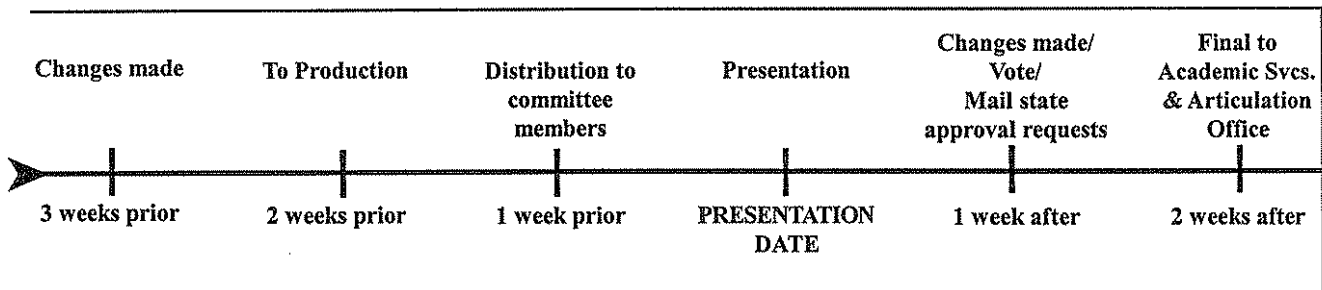
17. Copies of the packet must be distributed to voting and Ex-Officio Curriculum Committee members **one week prior to the presentation date**. Contact Kaaren Krueg for correct count and distribution list. Please send Kaaren a total of three copies for use in Academic Services.
18. Formatting and proofreading corrections will not usually be discussed during the Committee's meeting. Committee members will mark formatting and proofreading corrections clearly in their packets, and put a post-it or paper clip on pages containing errors. The packet will be given to the Division's Curriculum Committee representative on the presentation date to be taken back to the Division for formatting and proofreading corrections.

**PRESENTATION DATE**

19. Present the proposal to the Curriculum Committee on the agreed-upon presentation date. Informed presenters should be available to answer questions.

**1 WEEK AFTER Presentation Date**

20. **Within one week after the presentation date**, agreed-upon changes to the packet must be made. The Committee may request that substantially changed pages be resubmitted to the Curriculum Committee members **at the meeting immediately following the presentation**. If resubmission is not feasible within one week, the proposals in question may need to be tabled until the next Curriculum cycle.







21. Changes requested for review will be reviewed and the packet will be voted on by the committee at this meeting.
22. Once the packet has been approved, there should be no additional changes. (Any changes that come up must be approved by the Curriculum Committee and may cause catalog or articulation deadlines to be missed.)
23. Complete paperwork, obtain signatures needed for state approval when applicable. Mail.

### **2 WEEKS AFTER Presentation Date**

24. Divisions submit **six copies** of the final, approved Curriculum Presentation Packet to the Curriculum Committee secretary **one week after approval**. **These copies should not be bound**. Also due in Academic Services is a disk containing new and revised course outlines and program pages.

**PLEASE NOTE:** Curricula proposed and approved late in the Fall may have under two weeks to meet articulation deadlines. The Articulation Office needs all paperwork prior to Winter Break.

**PLEASE NOTE:** Because the Curriculum Committee, the Office of Academic Services, the Articulation Office, and others must review many, many curriculum packets and attend to much detail, it is imperative that the format specified in the *Curriculum Handbook* be followed, all the necessary paperwork completed, and **all deadlines met**. While we will do our best to review proposals that come in incorrectly formatted or with missing paperwork or after a deadline, we cannot guarantee that we will be able to process such proposals in time to meet catalog and articulation deadlines.

#### **People to ask for help:**

- Your division's representative to the Curriculum Committee,
- Your division Dean,
- For articulation questions, Dean of Counseling,
- For Distance Education questions, the Curriculum Chair or a member of the Distance Education Curriculum Support Committee (See DECSC website),
- For American Cultures requirements questions, a successful proposer of an American Cultures course. (Dean of Social Sciences can refer.)
- Norberto Ruiz, Curriculum Committee Chair.

## **CURRICULUM AND COURSE DEVELOPMENT, ARTICULATION, AND EVALUATION**

### **Background**

Each curriculum offered at Chabot College is developed in the form of a "course of study" which indicates the pattern of courses recommended to students who desire to complete a particular one-year or two-year career program or the lower division requirements for a transfer major. Refer also to the *College Catalog*.

These suggested course patterns and the courses that make them up are developed cooperatively by the faculty, counselors, and academic managers, as well as appropriate citizens' advisory committees and, when appropriate, Las Positas College faculty, counselors, and academic managers.

The College Curriculum Committee reviews and recommends curricula and courses to the President for action by the Board of Trustees. The Office of Student Services and especially the counselors and Articulation Office are responsible for keeping current with changes in admission, general education, and major course requirements of four-year transfer institutions and the career programs at Chabot College. The evaluation of two-year occupational curricula is a responsibility of citizens' advisory committees under the leadership of the Vice-President of Academic Services. The total education program, including each curriculum, will be evaluated continuously by the College Curriculum Committee, with the academic managers.

Initially, recommendations for courses and curricula may come from many sources—citizens' advisory committees, the students, individual instructors or managers, persons and groups in the community, the Board of Trustees, divisions, the various faculty committees, or transfer institutions. Ultimately, however, the faculty are responsible for developing courses and programs and for submitting proposals. Review of curricula, recommendations and approvals are responsibilities of the Curriculum Committee, a subcommittee of the Faculty Senate.



## Procedure and Format for Presenting a Proposal for Consideration before the Curriculum Committee

The development of program and/or course proposals occurs within a sequence of prescribed steps and forms. Ideas for new programs or courses or program/course changes are derived from a variety of sources, both on and off campus.

Once an idea has been brought to the attention of the appropriate administrator (usually a division Dean) and a decision is made to pursue a written proposal, the following steps and/or forms must be completed before the proposal can be implemented. **For electronic copies of various forms, contact Kaaren Krueg.**

### 1. Statement of Rationale

- a) The Statement of Rationale form should be completed by the proposer, passed through the coordinator (if there is one), and reviewed by other faculty. The rationale should specify whether the proposal is for a new or revised program or course and the nature of the revision, as well as speak specifically to at least one of the following:
  - A demonstrated need based on the service area of the college.
  - A demonstrated need as part of the continuing program or as a new course.
  - A demonstrated need for students' academic benefit.
  - A demonstrated need that the course is baccalaureate level. (If the course is offered primarily in the upper division at four-year institutions, please state how it has been adapted to meet the needs of lower-division community college students.)
- b) Input from the division Dean which may speak to the above as well as one of the following:
  - Implementation of the course, when it will begin, how it fits with the discipline plan, etc.
  - A cost analysis for new facilities, faculty, or equipment if needed.
  - An overview of the proposal and its ramifications, including input, where appropriate, of faculty and advisory committees.
- c) If an existing course is being renumbered, split into two new courses, etc., please indicate in the "Other" section how the original course is to be treated—kept as is (the new course is an addition), deleted from the curriculum, etc.
- d) If a course is simply being deleted or removed from the catalog, please include it on the Dean's Checklist with the notation "deleted" or "remove from catalog" in the comments column.
  - Put the rationale form in the presentation packet. You do not need to include the old course outline.
  - Verify that the course is removed from all prerequisites/corequisites, strongly recommended statements, and degree and/or certificate programs. Don't forget to check other disciplines.
  - Courses removed from the catalog can be more easily reinstated within three years than deleted courses can.
  - In Spring 2005, the Academic Senate approved the following Curriculum Committee recommendation: Courses and Programs that have been inactive (not scheduled; not offered; cancelled) for five academic years should be removed from the catalog. Disciplines should remove inactive courses and programs from the catalog at the time of their program reviews. In addition, the Office of Academic Services, working with ITS, should annually identify courses and programs that have been inactive for five years and remove them from the catalog. Also, catalog information should be regularly updated on the web. Notification of course and program removal will be made to 1) the Curriculum Committee, 2) the Dean of Counseling, 3) the Articulation Officer, and 4) the discipline Dean.
- e) The Statement of Rationale should be signed by the division Dean and the faculty proposing the course or program. (Statements of Rationale for General Studies courses should be signed by faculty from a minimum of three disciplines who developed the proposal.)
- f) At the bottom of the Statement of Rationale there should appear an abbreviated course description for inclusion in the *Class Schedule*. **Do not include units and hours. Include prerequisite, corequisite, and advisory statements (with grade requirement, if appropriate), and crosslisting information.**
- g) Do not skip sections of the Statement of Rationale. Especially, do not skip the consultation



section. If a section seems not to apply, please note "N/A."

## 2. Course Outline

Complete a new or revised course outline. Please use the official outline posted on the college website at <http://www.chabotcollege.edu/academics/Outlines.asp> as a basis for revisions. You may also obtain a copy of the official course outline from the Office of Academic Services. A copy of the current course outline, clearly labeled as "old," should be placed immediately following the revised course outline. Revisions to a course must be presented to the Curriculum Committee. Revised outlines must appear in the latest format, as outlined on Page 37.

- Use Arial 10 pt. type.
- If the course may be taken more than once, include the repeatability statement. (A course may be repeated for a maximum of three times. The course outline must suggest the students' experience will be different each time the course is taken.)
- Reference cross listed courses and include the statement "May not receive credit if \_\_\_\_\_ has been completed."
- Do not use abbreviations in discipline names, course titles or designations, or elsewhere. Use "mathematics," not "math"; "Elementary Algebra," not "Elem. Algebra"; "laboratory," not "lab."
- In the catalog description, use fragments, not complete sentences. Simply state the key information the course will present.
- Include units and number of hours. Indicate number of hours as hours per week in the full semester term. Use decimal notation. If hours are lecture only, no notation is needed. Otherwise, list as "xx hours lecture, xx hours laboratory." (In general, 1 classroom lecture hour plus an expected 2 hours of homework equals 1 unit; 3 lab hours equals 1 unit.)
- In Prerequisite/Corequisite/Advisory statements, include "(completed with a grade of "C" or higher)" if appropriate. See #5, below, for more information on prerequisites and corequisites.
- Do not list corequisite and "strongly recommended" skills in the Prerequisite Skills section.
- Remember that for every expected outcome there should be associated topics under course content. (Expected outcomes are what students should

achieve. Course content supports student achievement of the outcomes.)

## 3. Degree/Certificate Pages

- Follow the format used for similar programs in the current catalog.
- Do not use abbreviations in discipline names, course titles or designations, or elsewhere. Use "mathematics," not "math"; "Elementary Algebra," not "Elem. Algebra"; "laboratory," not "lab."
- List half units as a fraction, not a decimal.
- If a course you are including in the program is crosslisted, list all of its versions (e.g., "Computer Application Systems 8 or Computer Science 8 (Computer Literacy)...3")

## 4. Library Consultation Form

Complete this form with the library's Curriculum Committee representative for all new courses.

## 5. Prerequisite, Corequisite, Advisory Skills Content Review Forms

Prerequisites, corequisites, and advisories must be classes. When prerequisites, corequisites, or advisory ("strongly recommended") classes are proposed, accompanying forms—"Content Review" forms (see Appendix B)—must be completed and included in the presentation. (Please note that some prerequisites/corequisites may require institutional research, most often a mathematics or English prerequisite for a course that is outside of mathematics or English.) There is a content review form specific to each of these instances. Include a separate form for each prerequisite, corequisite, or advisory course.

Use the following definitions to determine how a course should be listed in the catalog description:

**Prerequisite:** Course A is to be successfully completed before entering Course B.

**Prerequisite (may be taken concurrently):** Course A can be taken before or while taking Course B.

**Corequisite:** Course A must be taken while taking Course B.

**Strongly recommended:** This is an advisory. Students will not be prevented from enrollment if they have not taken the strongly recommended course. This designation



should be used when skills will increase the students' chances for success, but they are not vital to success in the target course.

## 6. Course Articulation Packet

Please see Page 8 for "Curriculum Committee Review of Requests for AA/AS, CSU, and UC General Education." The criteria for each are defined by separate documents.

Courses which affect the AA/AS General Education Degree Requirements, or which are being proposed for CSU General Education Breadth Requirements, Intersegmental General Education Transfer Curriculum (IGETC), or transfer to either the CSU or UC system must also include the appropriate pages from the Course Articulation Packet. Remember that UC courses with three-digit numbers are upper division, and cannot be used as an equivalent lower division course on Form #4. The entire packet (including its attachments) is printed in Appendix C. Please note that it is important to read the attachments in order to fill out the forms correctly. If you have questions and/or need assistance in completing these forms, please contact the Articulation Office.

### Associate Degree General Education Philosophy (Title 5: § 55805)

(a) The governing board of a community college district shall adopt policy which states its specific philosophy on General Education. In developing this policy governing boards shall consider the following policy of the Board of Governors:

The awarding of an Associate Degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding. In addition to these accomplishments, the student shall possess sufficient depth in some field of knowledge to contribute to lifetime interest.

Central to an Associate Degree, General Education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts and methodologies both unique to and shared by the various disciplines. College educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most importantly, General Education should lead to better self-understanding.

In establishing or modifying a general education program, ways shall be sought to create coherence and integration among the separate requirements. It is also desirable that general education programs involve students actively in examining values inherent in proposed solutions to major social problems.

(b) The governing board of a community college district shall also establish criteria to determine which courses may be used in implementing its philosophy on the associate degree and general education.

(c) The governing board of a community college district shall, on a regular basis, review the policy and criteria established pursuant to subsections (a) and (b) of this section.

(See the *Chabot College Catalog* for the "Statement of the Objectives of the GE Program.")

**Chabot College**  
**Curriculum Committee Review of Requests for AA/AS Degree, CSU, and UC General Education**

Associate Degree G.E.	CSU Transfer	CSU GE-Breadth	UC Transfer	IGETC
<ul style="list-style-type: none"> <li>• Areas A-D defined by Title V.*</li> <li>• Additional Chabot and LPC graduation requirements defined by Chabot and LPC.</li> <li>• Curriculum Committee approves or not placement of courses in G.E. Areas.</li> <li>• Decision based primarily on course outline and whether the outline clearly meets established criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• CSU defines qualities of baccalaureate-level courses.* (E.O. 167)</li> <li>• Local Curriculum Committees determine whether course meets qualities of baccalaureate-level as defined by CSU and places courses on CSU transfer list.</li> </ul>	<ul style="list-style-type: none"> <li>• Areas defined in CSU E.O. 595.*</li> <li>• CSU approves or not placement of courses on the CSU G.E. list. CSU also determines which area a course will be placed in.</li> <li>• CSU encourages local Curriculum Committees to measure course outlines, especially course content, against criteria established in E.O. 595 to determine the appropriateness of submitting a course for G.E. Breadth. We have clarifications from CSU Chancellor's Office that we also consider.</li> </ul>	<ul style="list-style-type: none"> <li>• UC defines fairly specifically the qualities of courses appropriate for transfer. (BOARS)</li> <li>• UC decides whether or not courses will be accepted for transfer.</li> <li>• Curriculum Committee determines whether courses proposed for UC transfer appear to meet the criteria and should, therefore, be submitted.</li> </ul>	<ul style="list-style-type: none"> <li>• UC and CSU define the Intersegmental General Education Transfer Criteria by area.*</li> <li>• To be eligible for IGETC consideration, courses must transfer to both CSU and UC.</li> <li>• UC and CSU make the decision for IGETC acceptance and for placement into specific IGETC areas.</li> <li>• Curriculum Committee measures course outline against established criteria to determine appropriateness of submitting a course for IGETC. (UC and CSU appear to be focusing a lot on texts and/or assigned readings as well as prerequisite skills, content, etc.)</li> </ul>

\*Established definitions/criteria appear in Chabot's *Curriculum Handbook*, Appendix C.



## CURRICULUM PRESENTATION PACKET

Once the above materials have been completed, the Dean and/or Curriculum Committee representative and Administrative Assistant should compile them into a single presentation in the following order:

- Title Page
- Table of Contents

From this point on, divide the presentation by discipline.

- Discipline Title Page
  - Division Dean's Checklist for Proposals (with brief comments indicating the nature of proposals—i.e., new course, unit change, content change, title or number change, removal of course from catalog, etc.)
  - Statement of Rationale\* (including abbreviated course description)
  - Course Outline,\* (new or revised outline as well as current, "old" outline)  
[NOTE that a deleted, combined, or renumbered course may affect a program page (see below)]
  - Library Consultation form\* (for new courses only)
  - Prerequisite/Corequisite/Advisory Content Review forms, if applicable\*
  - American Cultures proposal and tracking forms, if applicable\*
  - Course Articulation Packet, if applicable\*

**\*Repeat these pages for each course.**

- Degree/Certificate Pages

When proposing or changing a degree or certificate, (including changes necessitated by course deletion, renumbering, or title changes) please include:

- Statement of Rationale
- New program page (see current *Catalog* for format)
- Current, "old" program page (photocopy from current *Catalog*)

**NOTE:** New certificate programs eighteen units or more and new degree programs require approval from the State Chancellor's Office. See the California Community Colleges Program and course Approval

Handbook, [www.cccco.edu/divisions/esed/aa\\_ir/credit\\_attachments/hndbk032003.pdf](http://www.cccco.edu/divisions/esed/aa_ir/credit_attachments/hndbk032003.pdf) for more details.

Degrees or certificates requiring state approval will not be placed into the *Catalog* until approval has been obtained. The paperwork for applying for state approval must be completed and ready to mail within one week after Curriculum Committee approval of the new program or certificate. When proposing degrees over eighteen units, please include with the statement of rationale a statement addressing how the degree requirements relate to the learning goals of the degree (see Appendix F).

- Courses and/or programs approved in the previous Spring should be listed with approval dates and included at the end of the Fall presentation packet..

**Repeat the above for each discipline, beginning with Discipline Title Page.**

Each page of the entire packet should be numbered in sequence for easy reference, and copies produced for distribution to voting and Ex-Officio Curriculum Committee members. Contact Kaaren Krueg for correct count and distribution list. Please send Kaaren a total of three copies for use in Academic Services. Remember to allow for additional copies as needed by your division.

**NOTE:** Information about new courses is conveyed to the Office of Academic Services for input to the computer database via the Chabot-Las Positas Catalog Master Form. This form is filled out by the division Dean or designee. It is important that information on this form is accurate and complete, and that it matches the information contained in the Curriculum Presentation Packet.

## FREQUENTLY ASKED QUESTIONS

**Q:** Why is the committee so picky?

**A:** The content of proposals is usually required by Title 5. The format is required to assist committee members in their review of many proposals in order to minimize the likelihood of missed errors. The overall reason for attention to detail in both content and format is that we want to assure the highest possible quality.



- Q:** How do I decide which boxes to check on the GE and transfer forms?
- A:** Read the Curriculum Committee Review of Requests for AA/AS Degree, CSU, and UC General Education on Page 8 and the Attachments that accompany the forms in Appendix C. The Attachments will tell you the criteria the Curriculum Committee considers. Also, you can contact the Dean of Counseling or the Articulation Office for assistance.
- Q:** What does the Committee mean when they say, consult with your colleagues? When do I have to consult?
- A:** The Committee strongly recommends that you let your colleagues in your discipline and division know what you're working on. Also, if you are proposing a course or program that might in any way impact another division, the Committee recommends you talk with faculty in that other division. When you are in doubt, the Committee recommends you let people know what you're thinking and collaborate with them in order to develop the best possible proposal and to avoid possible approval delays. Even if you choose to not consult with colleagues, you must complete the consultation section on the Statement of Rationale, noting why you did not need to consult.
- Q:** What about special programs?
- A:** Puente, Daraja, and Tutorials are presented with Language Arts; ISLS, PACE, and Quest with Social Sciences.
- Q:** Is the schedule of presentations we are compiling for the entire year, or is there an opportunity to present again in the spring semester?
- A:** Presentations may be made in the spring semester, but they do not go into effect in the fall of the next academic year; they must wait until the year after. For instance, a presentation approved in Spring 2006 would go into effect in Fall 2007. An approved course may not appear in the *Class Schedule* before it has appeared in the *Catalog*. See Appendix E for the Spring-Fall Curriculum Approval Process.
- Q:** When does the new year begin?
- A:** The academic year for curriculum proposals begins with the fall semester. This is driven largely by our transfer institutions.
- Q:** Must noncredit courses undergo Curriculum Committee review?
- A:** Yes. There must be an approved current noncredit course outline, which "specifies the scope, objectives contents, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met." [Title 5 §55002 (c)(2)].
- Q:** Do we approve Distance Education courses through the divisions as part of their packets?
- A:** The Division approves the submission of DE delivery format course proposals to the Distance Education Curriculum Support Committee and the Curriculum Committee. DECSC questions must be answered, the course recommended by the DECSC, and the question form and checklist included with the presentation packet. Approval will be made by the Curriculum Committee based on the DECSC recommendation.
- Q:** Must experimental courses (with numbers in the 49, 149, and 99 series) undergo Curriculum Committee review?
- A:** Yes. Experimental courses must meet all Title 5 requirements, and they must be recommended by the Curriculum Committee and approved by the local Board. Proposals for such courses should be accompanied by a written rationale stating the area in need of experimentation, the plan to resolve uncertainties, and the appropriate timeline. Approval is for a limited time, typically not more than a year. The Committee will review experimental courses throughout the fall and spring semesters as the Committee meeting agenda allows.
- Q:** Do textbook changes need to come before the committee?
- A:** Yes. Textbook updates may be made without committee action, but they should be noted on the



course outline, and included in the presentation packet so that the update appears on the official outline of record.

- Q: How do I note the date of a typical textbook in the course outline?
- A: The consensus of the Committee is to accept the “date” only or “date or most recent edition.” The committee will not accept the language “most recent edition.”
- Q: If a course such as Keyboarding is listed as Strongly Recommended, shouldn’t it also be listed as a Prerequisite Skill?
- A: No, because students will not be blocked from the course if they haven’t taken the advisory course.
- Q: Do prerequisites, corequisites or advisories have to be classes?
- A: Yes, and the skills listed in the Prerequisite Skills section are the Expected Outcomes from the prerequisite course.
- Q: What is the policy for processing General Studies courses?
- A: General Studies courses are courses which faculty from any discipline may be assigned to teach. One of the purposes of General Studies courses is to offer students a body of knowledge from the perspective of a variety of disciplines. Thus, General Studies course proposals should be developed and written by a minimum of three faculty from a minimum of three different disciplines. All three faculty members should sign the Statement of Rationale and all three should determine the division/discipline which will include the proposal in its Curriculum Proposal Presentation packet. The Curriculum Committee recommends that the dean of the division in whose packet the proposal will be included be the dean to sign curriculum paperwork.
- Q: Do I have to include Final Examination in the “Methods of Evaluating Student Progress” section of the course outline?
- A: Yes. The *Faculty Handbook* requires a final exam in Chabot College classes.
- Q: I want to propose a new certificate. How do I do this?
- A: If your proposed certificate will be made up of fewer than 18 units, you and your colleagues and Dean may simply determine the courses that will make up the certificate and develop a program page. (See current *Catalog* for format.) Include the proposed program page in the division’s Curriculum Presentation Packet, just as you would a proposed course. You must also work with your colleagues and Dean to develop a Statement of Rationale for the new certificate. The Curriculum Committee recommends you also consult with Counseling as you develop the certificate.
- Certificates containing 18 units or more require state approval. You should coordinate closely with your division Dean and other appropriate people, such as counselors and/or citizens’ advisory committees, when developing majors or certificates to be certain you are meeting state and/or licensing requirements. **Degrees and certificates requiring state approval will not appear in the *Catalog* before the state has approved them.**
- Q: Is the Curriculum Committee involved in implementing changes or additions to program admissions requirements?
- A: The Curriculum Committee only needs to be notified of any waivers to the agreed-upon timeline. Programs with special admissions procedures, such as Dental Hygiene and Nursing, will make necessary changes in their admissions selection criteria no less than one year in advance of the application deadline. The one-year requirement could be waived if the State Regulatory Board or the program accrediting agency requires an immediate change in the admissions





## APPROVAL POLICY FOR DISTANCE EDUCATION CURRICULUM REVIEW

### Background

Chabot College's Distance Education Review and Approval Process is the result of the collaborative efforts of the DE Curriculum Support Committee (DECSC), the Curriculum Committee, the Academic Senate, the division Deans, and the VP of Academic Services. Input from all of the above was solicited and considered as the policy was being developed. The final version of the policy has been approved by the Curriculum Committee and by the Faculty Senate.

In brief, the process calls for all faculty planning to

- teach for the first time a course or a section of a course in DE or online format, or
- change the approved delivery of a course they are currently teaching in DE format

to present a DE course delivery plan to the DE Curriculum Support Committee. Please submit electronically.

There are three primary reasons for this. First, faculty in the past have not been aware of the latest DE support systems available on campus, and miscommunication with the Instructional Technology Center and confusion among students have resulted. In addition, faculty have not always been aware of new technologies and successful applications by colleagues that might enhance their DE delivery plan and contribute to greater student success and satisfaction. Finally, we have found that faculty who present delivery plans contribute to the overall knowledge base about distance education and, thus, to the quality of all distance education offerings.

Title 5 requires a separate DE approval process, and we have had a DE approval process in place for a number of years. Faculty whose DE delivery plans have been approved under a past process do not need to get their DE delivery plans approved again (unless they change an approved delivery plan). **Faculty teaching a DE delivery course whose delivery plan has NOT been approved must discuss the DE delivery plan with the DECSC in order to assure the DE delivery course will be scheduled in the future.** The process to follow in such instances follows.

### The DE Curriculum Support Committee

The Distance Education Curriculum Support Committee (DECSC) includes Instructional Technology Center support staff and faculty experienced with and interested in expanding the role of distance education at Chabot College. As a subcommittee of Chabot's Curriculum Committee, the group is charged with the task of assisting faculty with their delivery plans in order to maximize quality and student success. The DECSC is committed to assisting all faculty in offering successful DE and online courses by informing faculty of:

- the variety of possible delivery models;
- past experience with DE courses at Chabot;
- student capabilities and challenges with DE and online formats;
- the capabilities of our campus to support delivery expectations.

If you are interested in becoming involved with the DECSC, please contact the Curriculum Committee chair. If you have questions about the Distance Education Review and Approval Process, please contact your Division's Curriculum Committee representative or your Dean.

### The Distance Education Review and Approval Process

DE review and approval focus on the DE delivery plan. Other aspects of proposed curricula are reviewed and approved according to the curriculum approval process set forth in the *Curriculum Handbook*, which is available in Division Offices.

#### I. Proposal for a New Course with a DE Delivery Option

- The new course should be proposed according to the process set forth in the *Curriculum Handbook*.
- The DE delivery plan must be presented to the DECSC. Upon request from the faculty member, the DECSC will meet face-to-face with the faculty member or work with the faculty member online at any phase of the development of the delivery plan.



- The DECSC will either recommend to the Curriculum Committee approval of the final DE delivery plan or recommend to the faculty member revisions to the DE delivery plan. The Curriculum Committee, appropriate Deans, and the Office of Academic Services will be notified of the DECSC's recommendation.
- Final approval of DE delivery plans rests with the Curriculum Committee. If the faculty member does not agree with the subcommittee's recommendation, he/she may present the delivery plan and rationale for approval to the Curriculum Committee.
- Once approved, the class may be scheduled and offered in DE format.

**II. Proposal to Add a DE Delivery Option to an Existing Course**

- The DE delivery plan must be presented to the DECSC. Upon request from the faculty member, the DECSC will meet face-to-face with the faculty member or work with the faculty member online at any phase of the development of the delivery plan.
- The DECSC will either recommend to the Curriculum Committee approval of the final DE delivery plan or recommend to the faculty member revisions to the DE delivery plan. The Curriculum Committee, appropriate Deans, and the Office of Academic Services will be notified of the DECSC's recommendation.
- Final approval of DE delivery plans rests with the Curriculum Committee. If the faculty member does not agree with the subcommittee's recommendation, he/she may present the delivery plan and rationale for approval to the Curriculum Committee.
- Once approved, the class may be scheduled and offered in DE delivery format.

**III. Proposal to Change the Approved Delivery of a Course Currently Being Taught in DE Format**

- The DE delivery plan must be presented to the DECSC. Upon request from the faculty member, the DECSC will meet face-to-face with the faculty member or work with the faculty member online at any phase of the development of the delivery plan.

- The DECSC will either recommend to the Curriculum Committee approval of the final DE delivery plan or recommend to the faculty member revisions to the DE delivery plan. The Curriculum Committee, appropriate Deans, and the Office of Academic Services will be notified of the DECSC's recommendation.
- Final approval of DE delivery plans rests with the Curriculum Committee. If the faculty member does not agree with the subcommittee's recommendation, he/she may present the delivery plan and rationale for approval to the Curriculum Committee.
- Once approved, the class may be scheduled and offered in DE delivery format. The *Schedule of Classes*' printing deadline and the necessary support services timeline guide when the class will first be offered. Ordinarily, classes approved for DE delivery format in the Fall or Spring may be offered in the next Fall semester.

It is understood that unplanned schedule changes and other exigencies may require Deans to assign faculty to DE sections who may not have the opportunity to present their DE delivery plans to the DECSC. In these instances, the Deans should identify a faculty member experienced with DE delivery at Chabot College who can serve as a "mentor," willing to work with the prospective instructor and assist with the DE course delivery. (A list of mentors is available from the DECSC.) The DE course delivery plan must still be presented to the DECSC as soon as possible in the term.

**Summary**

All faculty who are planning to teach a course or a section of a course in DE or online format or who are planning to change the approved delivery of a course they are currently teaching in DE or online format must present a DE course delivery proposal to the DE Curriculum Support Subcommittee. Guidelines for proposals are discussed in the following section; in addition, course delivery proposals, resources, and current DE Subcommittee members are online at <http://www.chabotcollege.edu/DECSC/>. Contact the DECSC chair to arrange to meet with the DECSC. Please note that all faculty teaching DE courses must have an active email account. Also, faculty must complete a formative evaluation of online or hybrid classes with the college's Instructional Designer before the approved online or hybrid course "goes live."

Chabot College  
Distance Education Curriculum Support Committee

**Course Proposal Form**  
*(Send as an email attachment to DECSC chair)*

2006-2007

These questions are meant to provide you, our faculty colleagues, a framework for your Distance Education Curriculum Proposal. These are *guidelines*, not mandates. Much of this emerged from an Academic Senate for California Community Colleges white paper, available in our resource area. We believe careful and thorough consideration of these issues will improve not just your proposal, but also your entire course design. Please feel free to elaborate where you think most important. Note: Please click on *File, Save As* to save this form as a document, so you can work on it and submit it electronically to the DE Curriculum Support Committee chair.

*Each proposal or existing course, if delivered by distance education, shall be separately reviewed and approved by the curriculum committee prior to being offered. (Ed Code 55378)*

**Course Title & Number:**

**Faculty Name:**

---

**1. Need/Justification**

- What is the intent in offering the course by distance education?

**2. Course Content Delivery**

- Describe the distance education modalities used to deliver the course content and provide an approximate schedule of the time allocated to each modality. How much of the class will be on-campus lecture, video, email, web, CD-ROM, etc.
- Note that the total number of contact hours should approximate the equivalent number of hours required in an on-campus setting. And, because indicators to date suggest that many community college students do better with some face-to-face contact with their instructors, there should be some provision for on-campus or in-person contact.

**3. Nature and Frequency of Instructor-Student Interactions**

- Provide examples of course components taught using distance education technology. This will include either or both synchronous—online at the same time and asynchronous—online at different times.

- Describe the number and frequency of interaction for students making satisfactory progress and for intervention when students are at-risk of dropping or failing due to poor performance or participation.
- For each type of interaction listed above, describe why you believe it will be effective for this particular curriculum and delivery model.
- Describe how the interactions will facilitate student learning and how students will benefit from the DE modalities selected.

#### **4. Assignments & Methods of Evaluation**

- List the criteria that will be used to substantiate student learning, and describe the methods of evaluating student progress.
- Describe planned interactions and evaluations to ensure participation and verification of student learning that permit timely instructor intervention.

#### **5. Technical Support**

- Describe the technology necessary to carry out your proposal for an effective DE course. Include an assessment of the adequacy of support personnel required to maintain hardware & software, for both faculty and students.

#### **6. Student Services**

- Describe how students might access services such as tutoring, counseling, financial aid, and supporting course materials, library materials, learning resources, etc.

#### **7. Accommodations for Students with Disabilities**

- Describe how you will accommodate students with disabilities. For a telecourse, is the video close-captioned? If you plan to use Blackboard, please review the accessibility information at <http://www.blackboard.com/products/access/faqs.htm>. For online accessibility, please email your web site to the DSRC Alternative Media Specialist or coordinator. For more information on accessibility resources, visit <http://www.w3.org/WAI/>.

#### **8. Class Size & First Term to be offered**

- Indicate the standard limit for the class and the first term you plan to offer this course.

## Formative Evaluation Checklist

This checklist is intended to provide a framework to develop online/hybrid courses in Blackboard. We believe careful and thorough consideration of these items will contribute to a successful online experience for both faculty and students. This formative evaluation must be completed with the Instructional Designer by the instructor proposing an online/hybrid course.

### 1. Learner Support

Course contains:

- Link to Blackboard Help for Students at Chabot College
- Computer system and plug-in requirements
- Netiquette
- Notification of time and place of first on-campus meeting or orientation (if applicable)
- Announcement or welcome message
- A reminder for students to add their personal email into Bb
- Contact information for instructor. (Faculty/Staff Information)
- Useful links and resources to Chabot College Library
- Learner accommodation needs
- Course syllabus to include information about
  - objectives
  - schedule/course organization
  - assessment policy
  - participation requirements
  - attendance requirements

Observations:

Suggestions/Recommendations:

## 2. Course Organization

- Consistency of Layout
  - folders created in logical sequence to add content
  - course content is organized by week, topic, other as areas as appropriate
  - sequence of folders/items within each module is similarly structured
  - assignments—preferably located in one place or more than one place if the two are consistent (i.e., content referenced in the syllabus is the same as the course materials)
  
- Aesthetics
  - minimum number of buttons (5-7)
  - grouping of content rather than specific buttons
  
- Course navigation (menu) is intuitive
  
- Instructions are well written and repeated in several locations (i.e., where to find assignments, where to post, etc.)
  
- Course materials and file size are suitable for the web. (Graphics, PowerPoint, Word, PDF)
  
- Course materials display properly with quick download for users
  
- Links are active and current
  
- Unused Content Areas and Tools have been removed
  
- Assignment submission procedures:
  - online submission (Drop Box) or Assignments feature in Bb
  - Email
  - Paper

Observations:

Suggestions/Recommendations:

### 3. Course Content

Activities that promote active learning:

- Online discussion
- Journal writing
- Group Work
- Case studies

Online Resources

- Specific URL's to the course
- Professional and educational organizations

Legal and Ethical Use

- Links to e-journals or e-reserves (with copyright permission)
- Awareness of ethical and legal expectations where applicable
- Copyright materials used?

Observations:

Suggestions/Recommendations:

#### 4. Communication

- Communication protocol
  - synchronous (virtual chat)
  - asynchronous (discussion board and email)
  - both
  
- Planned strategy for discussion boards, including
  - how to encourage student participation
  - topics for the discussion boards
  - a forum for student introductions
  
- Planned strategy for virtual chat?
  - set up times
  - split the class into groups
  
- Use Virtual Chat for office hours

Observations:

Suggestions/Recommendations:



## 5. Assessment and Evaluation

Assessment methods listed in syllabus to include:

- Exams
- Quizzes
- Homework
- Class Participation
- Surveys
- Online Discussion
- Group/individual projects
- Group projects/products

Course Evaluation

- Formative evaluation conducted

Observations:

Suggestions/Recommendations:

**Chabot College**  
**Distance Education Curriculum Support Committee**

**Distance Education Course Delivery Plan Checklist/Tracking Form**  
(Send via campus mail to DECSC chair)

2006-2007

Use this form to request review of and support for:

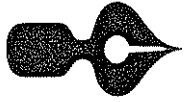
1. *A course already approved and in the Chabot College Catalog to be delivered in a distance education format for the first time;*
2. *A new course to be submitted to the curriculum committee that may also be delivered in a distance education format;*
3. *An existing course already approved for DE delivery, but to be offered for the first time by a faculty member new to teaching in DE mode, or by an experienced DE faculty member changing delivery plans from one form to another (e.g., telecourse to on-line).*

<b>Course Area &amp; Number</b>	
<b>Course Title</b>	
<b>Division</b>	
<b>Faculty Proposer</b>	
<b>Type of Distance Education Course:</b>	<ul style="list-style-type: none"><li>• Telecourse (videotape)</li><li>• On-line w/ required on-campus meetings (“Hybrid”)</li><li>• Totally on-line (no campus meetings required)</li><li>• Videoconferencing or other synchronous instruction</li><li>• Other (please describe briefly below):</li></ul>

(Continued next page)

Steps	Description	Date Completed	Signatures/Verification
1	<p><b>Preliminary Research</b></p> <p>Initial Consultation with DE Curriculum Support Committee</p> <p>Meet with instructional Designer</p> <p>Review similar DE courses elsewhere</p> <p>Talk with Dean of Area</p> <p>Talk with Subdivision Colleagues</p> <p>Talk with other faculty experienced in DE</p>		None required
2	<p>Creation of a DE Course Delivery Plan</p> <p><b>Review Plan with Subdivision Colleagues</b></p> <p>Amend Plan as needed based on input.</p>		Attach meeting date, a list of attendees, and a summary of the recommendations or reservations of your division/subdivision.
3	<p><b>Submit DE Course Delivery Plan and Tracking Form (please keep a copy of the Tracking Form in order to complete Box #9) to DE Curriculum Support Committee.</b></p>		<p><i>Faculty:</i></p> <p><i>Area Dean:</i></p>
4	<p>Formative Evaluation of the Course's Shell. Meet with the Instructional Designer to conduct this evaluation (see form in Curriculum Handbook or at the DECSC web site.)</p>	<p>First meeting date with Instructional Designer:</p>	<p><i>Instructional Designer:</i></p>
5	<p>DECSC Review of Proposed Course Delivery Plan</p>		<p><i>DECSC Chair:</i></p>

6	<p><i>DECSC Recommendation: (circled)</i></p> <p><b>Recommended as Proposed:</b> We agree that the proposed sections of this course should be scheduled in distance education format.</p> <p><b>Recommended with Reservations</b> (described in attached note)</p> <p><b>Not Recommended as Proposed:</b> A possible mismatch exists between the course delivery plan and available technologies, support, resources, student capabilities, or other factors. More details about the specific concerns are attached.</p>		
7	<p><b>DECSC Recommendations sent to:</b></p> <ul style="list-style-type: none"> <li>• <i>Faculty Proposer</i></li> <li>• <i>Area Dean</i></li> <li>• <i>Chair, Curriculum Committee</i></li> <li>• <i>Office of Academic Services</i></li> </ul>	<p><b>Date Completed:</b></p>	<p><i>DECSC Chair:</i></p>
8	<p><b>Curriculum Committee Review</b></p>		<p><i>Curriculum Committee Chair:</i></p> <p>Course/class may be placed in the catalog and/or schedule once the delivery plan is approved.</p>
9	<p><b>Formative Evaluation Completed</b></p>		<p><i>Instructional Designer:</i></p> <p>Once the Formative Evaluation has been completed, the class is ready to “go live.”</p>
10	<p><b>Once the Instructional Designer has signed Box 9, please forward this page of the tracking form to:</b></p> <ul style="list-style-type: none"> <li>• <i>Faculty Proposer</i></li> <li>• <i>Area Dean</i></li> <li>• <i>Chair, Curriculum Committee</i></li> <li>• <i>Office of Academic Services</i></li> </ul>		<p><i>Instructional Designer:</i></p>



## GUIDELINES FOR AMERICAN CULTURES CURRICULUM REVIEW

A course submitted to fulfill the Chabot College American Cultures requirement must be approved by the proposer's discipline and reviewed and approved by the proposer's Division before the course is included in the Division's curriculum presentation packet. **Each Division may develop its own procedures for reviewing and approving American Cultures course proposals.** However, the Curriculum Committee strongly recommends that instructors developing American Cultures course proposals consult with colleagues, preferably within their discipline, who have developed successful American Cultures courses. (The Dean of Social Sciences can supply a list of instructors who have developed such courses. Also, outlines of courses already approved for American Cultures are available on the college's website.)

American Cultures courses approved by the Curriculum Committee may be scheduled once the Curriculum Committee chair has signed the tracking form and forwarded it to the Office of Academic Services. (The Counseling Division will include approved American Cultures courses on subsequent publications of courses applicable to the AA and AS degrees. The Office of Academic Services will include approved American Cultures courses in the upcoming year's Catalog within the American Cultures section of the AA and AS degree requirements pages.)

Courses may be of any unit value, although three semester units may be an appropriate number of hours for an American Cultures course. Where it is appropriate, the course can simultaneously satisfy other graduation or disciplinary requirements.

### American Cultures courses should:

- Provide our students an understanding of cultural and ethnic issues in the United States of America and may include any one or more of the following components: race, gender, culture, religion, class, age, physical and mental disabilities;
- Integrate and compare the contributions of and the differences between the significant demographic groups in the United States of America. Students should be provided with those theoretical framework and analytical skills which allow for an understanding of gender and cultural diversity as they relate to the subject matter at hand;

- Draw from at least three of the following groups or any major subgroup within these categories: African Americans, Asian/Pacific Islander Americans, European Americans, Hispanic Americans, Native Americans, Middle Eastern Americans;
- Whenever possible, include self-expressed perspectives of the represented groups.

### Course Approval

The application for course approval must include a course outline, a Tracking Form, a cover letter, and an annotated bibliography addressing how the course satisfies the requirement by meeting the criteria listed above. The application and accompanying materials must be reviewed by colleagues in the proposer's discipline and reviewed and approved by the proposer's Division before they are submitted to the Curriculum Committee.

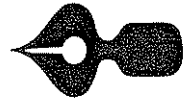
### Preparation of American Cultures Course Proposals

The instructor needs to be explicit about how the proposed course meets and addresses the following:

- **Structure** — There are a variety of structures a course that meets the American Cultures graduation requirement might have, including:
  - 1) Chronological;
  - 2) Group approach — a block of time for each racial or ethnic group and a block of time for comparison and integration;
  - 3) Topical or thematic;
  - 4) Combinations or variations of the above.

No matter how the material is organized, all American Cultures courses must take into account and address how these groups' experiences or perspectives are integrated into the larger fabric of the American experience.

- **Culture** — The course must include groups drawn from at least three of the six major groups. The experiences or perspectives of selected groups should be addressed primarily as topics within the subject matter of the discipline. In other words, ideas about and from the specific cultures are explained, described, or illustrated within the context of the course.



- **Substantial Account** — Instructors must select an appropriate balance between breadth and depth in the coverage of the selected groups. While there is no numerical standard for “substantial” account, instructors should present a strong case for devoting more than half a course to a single group. Also, “balance” does not require equal time.
- **Voice** — The instructor is encouraged to include, wherever appropriate, texts originating from the members of the selected groups, as well as texts about the groups, thus giving “voice” to the groups.
- **American Cultures Means the United States** — The course must be focused on the United States. Courses may include material that is antecedent to or background to subsequent information related to development in the United States.
- **Cover Letter and Annotated Bibliography** — The instructor submitting a proposal will possess substantially more knowledge and experience on the course material than many Division colleagues reviewing the proposal. The cover letter should clarify for the reviewers how the American Cultures criteria have been met within the context of the course outline. Similarly, the annotated bibliography should assist the reviewers by including annotations that explain the relevancy of the particular materials or texts.
- **Course Outline and Tracking Form** — The course outline should be formatted in the standard Chabot College course outline of record format, a template of which is available on Page 37. Please note that the annotated bibliography is an addendum to the course outline. The texts, but not the annotations, in the bibliography will be listed under “Typical Textbooks” on the course outline of record. The Tracking Form, which follows, must be completed and included with the course outline, cover letter, annotated bibliography, and all other pertinent forms (see the Matrix on Page 29), within the Division’s curriculum presentation packet.

**Tracking Form**  
**Proposal for American Cultures Course**  
*(to be completed by proposer's discipline or Division colleagues)*

Course Rubric and Number: \_\_\_\_\_

Course Title: \_\_\_\_\_

Proposer: \_\_\_\_\_

Answers to the following questions help you and reviewers determine if requirements have been met.

1. Proposal indicates the course will provide students an understanding of cultural and ethnic issues in the history and society of the United States of America and may include any one or more of the following components: race, gender, culture, religion, class, age, physical and mental disabilities.
  - Yes. *Briefly describe the cultural and ethnic issues the course will address:*
  
2. Proposal indicates the course will integrate and compare the contributions of and the differences between the significant demographic groups in the United States of America. Students should be provided with those theoretical framework and analytical skills which allow for an understanding of gender and cultural diversity as they relate to the subject matter at hand.
  - Yes. *Briefly describe how the instructor plans to structure the presentation. Chronologically? By groups? Thematically? Topically? Other? Include additional information re: the instructor's plan for integrating American Cultures into the course.*
  
3. Proposal indicates the subject matter of the course will draw from at least three of the following groups or any major subgroup within these categories: African Americans, Asian/Pacific Islander Americans, European Americans, Hispanic Americans, Native Americans, Middle Eastern Americans.
  - Yes. *Which groups or major subgroups will be addressed?*

4. Proposal includes a sample annotated bibliography. The annotations should explain the relevance of the particular materials or texts. The works cited are representative; there must be materials that demonstrate how the content of items 1, 2, and 3 (above) are addressed. This is a sample bibliography intended to guide present and future instructors in terms of the background and preparation necessary to teach this class with a U.S. cultures focus.

- Yes. *All three context areas have been addressed. A notation for each item shows the content it could provide if used in a class.*

5. Proposal indicates the course will, whenever possible, include self-expressed perspectives of the represented groups.

- Yes. *Note resources presenting self-expressed perspectives.*

6. The official course outline of record indicates the above criteria are being met in all relevant sections of the course outline, and a minimum of three major subgroups are noted.

- Yes

**Attached Forms**

- Cover letter
- Course Outline
- Sample Annotated Bibliography
- Articulation Form #1, AA;/AS GE Requirements

Discipline reviewers: \_\_\_\_\_

\_\_\_\_\_ Review dates: \_\_\_\_\_

Date of Division Approval: \_\_\_\_\_

Division Dean signature:

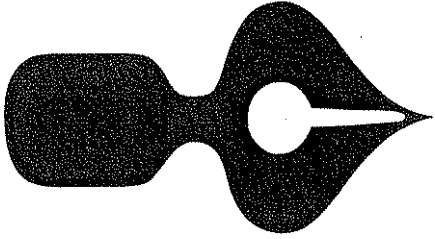
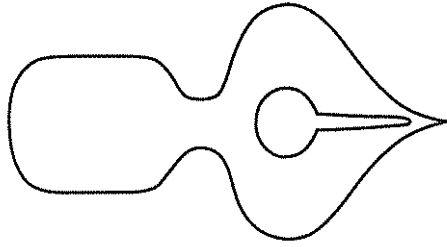
\_\_\_\_\_ Date: \_\_\_\_\_

*By signing below, the Curriculum Committee chair certifies that the proposal has been reviewed and approved by a majority vote of the Curriculum Committee and may be scheduled as a course meeting the American Cultures requirement at Chabot College.*

\_\_\_\_\_ Date: \_\_\_\_\_

Date Tracking Form forwarded to Academic Services: \_\_\_\_\_

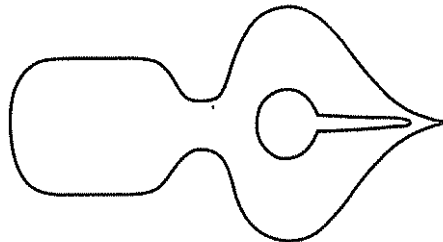
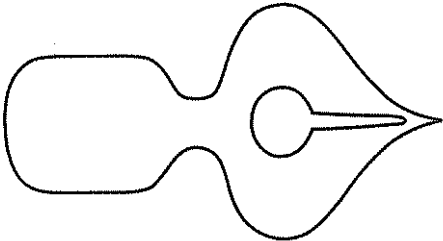
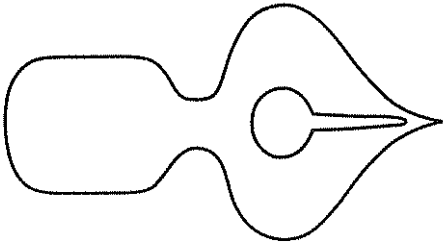




**Matrix, Presentation Packet  
Notes, Forms and  
Templates:**

Matrix: What forms are needed when?

Curriculum Proposal Presentation  
Packet



## Guide to Forms Needed

Plain text at top of the page refers to forms. *Italics at the top of the page refers to processes/policies.* Forms are available and process and policies are explained in the CHABOT CURRICULUM HANDBOOK FOR PROGRAM AND COURSE DEVELOPMENT AND REVISION available in Division Offices, in the Office of Academic Services, and in the Chabot Library.

	Division Dean's Checklist <sup>6</sup>	Rationale (Include abbreviated course description for Class Schedule) <sup>7</sup>	New/Revised Course Outline	Old Course Outline (for revised or updated courses)	Degree/Certificate Program Page, in format published in current Catalog	Old Program Page	Signed Library Consultation Form	Prerequisite, Corequisite, and/or Advisory Content Review Forms—one form per each prereq, coreq, or advisory	American Cultures Proposal	American Cultures Tracking Form	AA/AS GE, Form #1	CSU Transfer, Form #2	CSU GE Breadth Submission, Form #3	UC Transfer Submission, Form #4	IGETC Submission, Form #5	Complete and mail paperwork to the state, when appropriate <sup>12</sup>	Consult with colleagues and affected divisions (always strongly recommended) <sup>8</sup>	Notify colleagues whose prerequisites, corequisites, advisories, or degree/certificate program pages might be affected by the proposal so they can make necessary adjustments	Consult with LPC colleagues <sup>9</sup>	Consult with the Articulation Office	Consult with a minimum of two colleagues from two disciplines other than your own. All three should sign Statement of Rationale
New Major, Certificate, Degree Program <sup>10, 11</sup>	X	X			X											X	X	X			
Changed Major, Cert., Degree Program <sup>10, 11</sup>	X	X			X	X										X	X	X			
New Course	X	X	X				X									X	X	X			
Course Catalog Description Change	X	X	X	X													X	X	X		
Unit/Hour Change <sup>1</sup>	X	X	X	X	X	X											X	X	X		
Course Repeatability Change	X	X	X	X													X	X	X		
Course Content/Expected Outcomes Change	X	X	X	X													X	X	X		
Course Outline Format Change or Update <sup>2</sup>	X	X	X	X													X	X	X		
Cross-Listing Changes <sup>3</sup>	X	X	X	X													X	X	X		
Change in Course Number, Title	X	X	X	X	X	X											X	X	X		
Change in Discipline or Program Title	X	X															X	X	X		

	Division Dean's Checklist <sup>6</sup>	Rationale (Include abbreviated course description for Class Schedule) <sup>7</sup>	New/Revised Course Outline	Old Course Outline (for revised or updated courses)	Degree/Certificate Program Page, in format published in current Catalog	Old Program Page	Signed Library Consultation Form	Prerequisite, Corequisite, and/or Advisory Content Review Forms—one form per each prereq, coreq, or advisory	American Cultures Proposal	American Cultures Tracking Form	AA/AS GE, Form #1	CSU Transfer, Form #2	CSU GE Breadth Submission, Form #3	UC Transfer Submission, Form #4	IGETC Submission, Form #5	Complete and mail paperwork to the state, when appropriate <sup>12</sup>	Consult with colleagues and affected divisions (always strongly recommended) <sup>8</sup>	Notify colleagues whose prerequisites, corequisites, advisories, or degree/certificate program pages might be affected by the proposal so they can make necessary adjustments	Consult with LPC colleagues <sup>9</sup>	Consult with the Articulation Office	Rationale
Rubric Change	X	X															X	X		Consult with a minimum of two colleagues from two disciplines other than your own. All three should sign Statement of	
Removal from Catalog or Deletion <sup>4</sup>	X	X															X				
Prerequisite—new or changed <sup>5</sup>	X	X	X	X				X									X	X			
Advisory ("Strongly Rec.") New or Changed	X	X	X	X				X									X	X			
New American Cultures course	X	X	X	X					X								X				
Existing course revised for American Cultures	X	X	X	X					X								X				
Include in AA/AS General Education Requirement	X	X	X	X							X						X				
Include on CSU Transfer List (as Elective)	X	X	X	X							X						X				
Submit to CSU for GE Breadth Certification	X	X	X	X								X					X				
Submit for UC Transfer List (as Elective)	X	X	X	X									X				X				
Submit for IGETC	X	X	X	X											X		X				
New/Revised General Studies Course	X	X	X														X			X	

<sup>1</sup>The relation between units and hours is as follows: 1 lecture hour = 1 unit; 3 lab hours = 1 unit; 2 lab hours with clearly specified lab-related activities done outside the lab = 1 unit.

<sup>2</sup>Format changes include additions of or changes to typical assignments; changes to “Methods of Evaluating Student Progress” or to “Methods of Presentation”; additions of dates to typical texts; changes to typical texts; additions of or changes to “Special Student Materials.” Format changes may require an update to the latest Title 5 format.

<sup>3</sup>Courses that are cross-listed need to be identified on new/revised course outlines (see template on page 29). New/revised course outlines of cross-listed courses must be presented to the Curriculum Committee by the appropriate divisions. Note that both the addition and removal of a cross-listing will require a new course outline.

<sup>4</sup>Courses or programs removed from the *Catalog* can be reinstated within three years with Curriculum Committee approval. (After that time, they will be deleted.) Deleted courses or programs cannot be reinstated—they must be proposed as new courses or programs and get all approvals, including those needed from the state. In Spring 2005, the Academic Senate approved the following Curriculum Committee recommendation: Courses and Programs that have been inactive (not scheduled; not offered; cancelled) for five academic years should be removed from the catalog. Disciplines should remove inactive courses and programs from the catalog at the time of their program reviews. In addition, the Office of Academic Services, working with ITS, should annually identify courses and programs that have been inactive for five years and remove them from the catalog. Also, catalog information should be regularly updated on the web. Notification of course and program removal will be made to 1) the Curriculum Committee, 2) the Dean of Counseling, 3) the Articulation Officer, and 4) the discipline Dean.

<sup>5</sup>Adding or changing an English or math prerequisite to a non-English or math course may require institutional research. The *Community College Chancellor’s Curriculum Handbook (2001)* has details. (Please note that we are transitioning to the ITC’s offering DE delivery training, so the DE Approval Process and Policy may be modified as needed. Until there is a change, the Senate-approved DE Approval Process and Policy in the current *Curriculum Handbook* remains in effect.)

<sup>6</sup>Please specify what is being proposed in Comments section.

<sup>7</sup>Please specify what the proposal is in addition to need, etc., as noted in *Curriculum Handbook*.

<sup>8</sup>Faculty should, at a minimum, consult with colleagues in their areas and divisions on proposals. Faculty and deans should make every effort to inform/consult with their counterparts across campus when a proposal may affect other disciplines or divisions.

<sup>9</sup>Chabot and LPC share Banner and transcripts, so making a change to either a Chabot or LPC course or program may well impact the other college, often at a level of detail that will lead to confusion on Banner, at A&R, with Articulation, etc. **Please let your counterparts at LPC know what you are doing.** They don’t have to make changes to their courses or programs—or vice versa—but we need to make sure the details are covered in order to avoid confusion.

<sup>10</sup>Majors over 18 units must include as an attachment to the Statement of Rationale an explanation showing how required courses relate to the student learning objectives and/or a justification for requiring over the minimum number of units. (See Appendix F)

<sup>11</sup>Majors 25 units or more should consider an AS degree option.

<sup>12</sup>New degrees and certificates with 18 units or more must be approved at the state level. Revised or re-activated degrees or certificates with 18 units or more may need to be approved by the state or may simply need to file a “Non-substantial Changes” form with the state, depending on the extent of the changes. Stand-alone classes must be approved by the state.

## Curriculum Proposal Presentation

From: \_\_\_\_\_ Division

Month: \_\_\_\_\_ Year: \_\_\_\_\_

Submitted by:

Reviewed:

\_\_\_\_\_

\_\_\_\_\_

Division Dean

Curriculum Committee Chair

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Insert Table of Contents here.

**Chabot College Curriculum Committee**  
**DIVISION DEAN'S CHECKLIST FOR PROPOSALS**

DIVISION:	Division-level consultation process completed?	Discussed with LPC and affected divisions?	Adequate facilities available?	Increases capital outlay expenditure?	Increases faculty hiring?	Changes faculty loads?	Baccalaureate- (transfer-)level course? (affects articulation)	Establishes new or alters old prerequisite?	Library consultation completed (new courses only)?	Have noncredit courses been reviewed?	Have experimental courses been converted?	COMMENTS
												<i>Please specify what the proposal involves—new course, revised catalog description, units and hours change, format update, etc.</i>

**Chabot College  
Statement of Rationale**

**TO:** Curriculum Committee  
**FROM:** Applied Technology and Business Division  
**DATE:**  
**SUBJECT:** [Course Rubric and Number and Course Title] or [Program Title]

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**A. PROPOSAL CONTENT (Please check all that apply)**

- |   |   |
|---|---|
| <input type="checkbox"/> Degree/Certificate***: New     |   |
| <input type="checkbox"/> Proposed New Course            |   |
| <input type="checkbox"/> Revision of Existing Course    |   |
| <input type="checkbox"/> Title Change                   | <input type="checkbox"/> Prerequisite/Co-requisite/Advisory<br>Addition, Deletion, Change |
| <input type="checkbox"/> Rubric Change*                 | <input type="checkbox"/> Catalog Description Change                                       |
| <input type="checkbox"/> Number Change*                 | <input type="checkbox"/> Below-the-Catalog-Description<br>Change                          |
| <input type="checkbox"/> Hours/Units Change             |   |
| <input type="checkbox"/> Minor Format Change            |   |
| <input type="checkbox"/> Articulation Request           |   |
| <input type="checkbox"/> Request to Remove from Catalog |   |
| <input type="checkbox"/> Other: Please specify          |   |

**B. PROPOSAL RATIONALE**

**Program** – Provide justification for core units over 18. Please include learning goals in the justification.

**Course** - In a brief paragraph, please describe the need for the course,

- based on the service area of the college, and/or
- as part of the continuing program or as a new course, and/or
- for students' academic benefit, and/or
- as a baccalaureate level course, which has been designed for lower-division community college students. (If the course is offered primarily in the upper division at CSU or UC, please state below how it has been adapted to meet the needs of lower-division community college students.)

**C. GRADING OPTION: Letter Grade Only**

**D. CONSULTATIONS:** Consultations are *strongly recommended*; consultation on courses shared with LPC is required.\*

- |   |             |
|---|-------------|
| <input type="checkbox"/> Consulted with colleagues in my discipline.                              | Date: _____ |
| <input type="checkbox"/> Consulted with colleagues in other disciplines/divisions.<br>List: _____ | Date: _____ |
| <input type="checkbox"/> Consulted with LPC discipline colleagues.<br>Who? _____<br>Result? _____ | Date: _____ |



**E. DIVISION DEAN INPUT (Please respond as applicable)**

Has this new or revised course/program been through the division's curriculum approval process and formally approved by the division? Yes

When do you expect the new or revised course/program to be implemented? \_\_\_\_\_

Are there expected costs for new facilities, faculty, equipment, etc.? \_\_\_\_\_ What are the costs? \_\_\_\_\_ Has the college indicated an ability to meet new costs? \_\_\_\_\_

Can this course/program be accommodated within the discipline plan? Yes

Are there other areas that need to be involved in the implementation, such as ITS, etc.?  
\_\_\_\_\_

If so, who? \_\_\_\_\_

If this proposal requires state approval before the course/program can be implemented, will the submission to the state be ready to mail in one week after Curriculum Committee approval? Yes

Please include any additional relevant information below:

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[Instructor Name], Instructor

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[Dean's Name], Dean

**ABBREVIATED COURSE DESCRIPTION FOR THE CLASS SCHEDULE**

[COURSE NUMBER AND TITLE]

[Place abbreviated course description for the Class Schedule here. Do not include units and hours or the DE statement. Include prerequisites, co-requisites, and advisory statements (with grade requirement, if appropriate), and cross-listing information.]

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\*Per the 2000 agreement with LPC, if one college initiates a change and the other college does not choose to make the change, the college initiating the change must either change the rubric for the discipline of the shared course outline or change the number of the course.

\*\*If the proposal is for a General Studies course, a minimum of three faculty from three disciplines must sign. Please specify each instructor's discipline.

\*\*\*Degrees/Certificates with over 18 core units require a justification (see Appendix F); Degrees with over 25 core units should consider an Associate in Science Option.

Chabot College

[Semester Year (of implementation)]

**Course Outline for [Subject, Course Number]  
[FULL COURSE NAME - IN CAPS - as listed in catalog]**

[as appropriate for cross-listed courses](See also[Subject, Course Number])

**Catalog Description:**

[Course #] - [Full Course Name] [#] units  
May be repeated [#] times [Do not use if course may be taken only once.]

[Catalog description (as is/will be listed in the catalog): 1) Should include major topics of course content; 2) should not include student outcomes; 3) should include specialized areas of study such as laboratory, skills development, clinical, etc.; 4) should be concise and avoid redundancies (such as the term "This course is..."). Include Prerequisite:\_\_\_\_\_ and/or Strongly Recommended: \_\_\_\_\_ (*completed with a grade of \_\_ or higher*) as appropriate. Cross-listing statement ("May not receive credit if [Subject, Course Number] has been completed.") as appropriate. # hours lecture, # hours laboratory.]

**Prerequisite Skills:** [Prerequisite Skills should use measurable/active verbs such as 1) compare/contrast; 2) define; 3) solve. Do not use 1) understand; 2) know; 3) appreciate.] (See Appendix D for sample words.)

"None"

[or]

Before entering the course the student should be able to:

1. [These are the expected outcomes from the prerequisite course; each of these parts starts with a lower-case letter and ends with a semi-colon, except the last part, which ends with a period. Each of these should work as the completion of the "should be able to" phrase above.
2. ...]

**Expected Outcomes for Students:** [Expected Outcomes should use measurable/active verbs such as 1) compare/contrast; 2) define; 3) solve. Outcomes of associate-degree-level courses must indicate that students will achieve the ability to think critically. Outcomes of courses proposed for transfer must indicate that students will achieve the ability to apply concepts and think critically.] (See Appendix D)

Upon completion of the course the student should be able to:

1. [each of these parts starts with a lower-case letter and ends with a semi-colon, except the last part, which ends with a period. Each of these should work as the completion of the "should be able to" phrase above.
2. ...]

Chabot College  
Course Outline for [Subject, Course Number], Page [#]  
[Semester Year (of implementation)]

**Course Content:**

[List here the major topics, activities, or areas covered in the course using parallel construction for each entry. Items in Course Content must relate to the items in Expected Outcomes. Use first-word capitals; no punctuation separates the items in the list.]

**Methods of Presentation:**

1. [List the methods of instruction used, such as lecture, laboratory, small-group discussion, etc.]

**Assignments and Methods of Evaluating Student Progress:**

1. Typical Assignments
  - a. [Describe typical assignments. Please be brief but specific. Typical assignments should provide examples of how Course Content is reinforced in order to lead to an Expected Outcome.
  - b. ...]
2. Methods of Evaluating Student Progress
  - a. [List the methods of evaluation used, such as homework, class projects, class participation, and exams including a final exam.
  - b. ...
    - 1) ...
      - a) ...
        - (1) ...
          - (a) ...

**Textbook(s) (Typical):**

[Title (in italics), Author, Publisher, date]

**Special Student Materials:**

[List only specialized tools or materials that students will need to work with special equipment: colored pens, computer disks, welding rods, tool kits, and clothing. DO NOT include textbooks (see previous section) or standard materials such as pencils and pens. If no student special materials are required, state "None."]

[Typist's initials] [File name/location (e.g., "D:\word\coursout")]  
[New/Revised: Month, Day, Year]

Include current (labeled “old”) course outline here when appropriate. Use the official outline available on the Chabot website at <http://www.chabotcollege.edu/academics/Outlines.asp>.

Please note that a deleted, combined, or renumbered course may affect a program page. Include a revised program page in the proposal packet.

**Chabot College**  
**LIBRARY CONSULTATION FORM**

**NEW COURSE PROPOSED:** \_\_\_\_\_

With regard to your new course proposal, please consult the library representative on the Curriculum Committee about the following services:

*Library orientation sessions/courses;*

*Putting items on reserve;*

*Recommending book, periodical, or audio-visual material to support your course;*

*Other (e.g., special computer lab requirements).*

Date of Consultation: \_\_\_\_\_

Proposer: \_\_\_\_\_

Curriculum Committee

Library representative: \_\_\_\_\_

Include appropriate prerequisite, corequisite, advisory forms here.

See Appendix B for guidelines and forms for establishing prerequisites, corequisites and/or advisories.

Include appropriate American Cultures Proposal forms here. (See *Curriculum Handbook*, pages 24-27)

If your course is being proposed for the AA/AS General Education Degree Requirements, CSU General Education Breadth Requirements, IGETC, or transfer, include appropriate pages from the Chabot College Course Proposal Articulation Packet here.

See Appendix C for guidelines and sample forms. Articulation Office will have current forms.



New or revised degrees or certificates (including revisions necessitated by course changes) should be submitted in the program page format used in the current *Catalog*.

They should be included on the Dean's Checklist and should be preceded by a Statement of Rationale.

Majors over 18 units must include an explanation of how required courses relate to the learning objectives of the major or certificate and/or a justification for requiring over 18 units (see Appendix F).

Majors 25 units or more should consider an AS degree option.

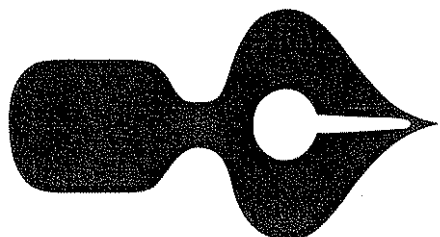
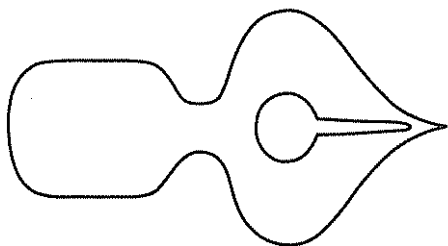
New degrees and certificates with 18 units or more require state approval. Revised or re-activated degrees or certificates may require state approval. Submissions for state approval must be completed and ready to mail within one week after Curriculum Committee approval. (Degrees and certificates requiring state approval will not appear in the *Catalog* prior to approval by the state.)

Revisions to catalog descriptions, course content, or program pages must be included in the division's Curriculum Presentation Packet and voted on by the Curriculum Committee.

Requests for articulation of existing courses, with updated course outlines and appropriate pages of the Chabot College Course Articulation Packet, must also be included in the division's Curriculum Presentation Packet and voted on by the Curriculum Committee.

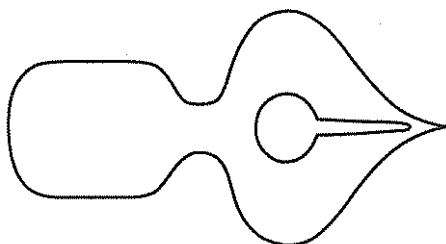
Course outlines being updated should be included in the Presentation Packet.

Precede each updated course outline with a Statement of Rationale telling what the changes are (e.g., listing prerequisite skills, adding typical assignments, adding dates to texts). There should be no substantive revisions to existing sections of a course outline that is identified as having a Minor Format Change.



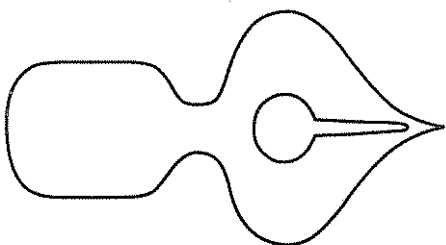
## **APPENDIX A:**

### **EXAMPLES FROM RECENT CURRICULUM PRESENTATION PACKETS:**

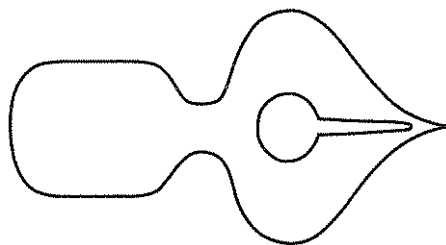


New Course, AA/AS placement,  
Articulation request (ECD 40)  
Revised Course Outline, prerequisite  
change (CHEM 30A)

American Cultures Packet (HUMN 65)  
New A.A. Degree (Geography)



**N.B.:** If example differs from template,  
follow the template.



**Chabot College  
Statement of Rationale**

**TO:** Curriculum Committee  
**FROM:** Social Sciences Division  
**DATE:**  
**SUBJECT:** Early Childhood Development 40 - Social and Emotional Foundations For Early Learning

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**A. PROPOSAL CONTENT (Please check all that apply)**

- |  |   |
|--|---|
| <input type="checkbox"/> Degree/Certificate***: New  |   |
| <input checked="" type="checkbox"/> Proposed New Course  |   |
| <input type="checkbox"/> Revision of Existing Course   |   |
| <input type="checkbox"/> Title Change  | <input type="checkbox"/> Prerequisite/Co-requisite/Advisory |
| <input type="checkbox"/> Rubric Change*  | Addition, Deletion, Change                                  |
| <input type="checkbox"/> Number Change*  | <input type="checkbox"/> Catalog Description Change         |
| <input type="checkbox"/> Hours/Units Change  | <input type="checkbox"/> Below-the-Catalog-Description      |
| <input type="checkbox"/> Minor Format Change   | Change  |
| <input checked="" type="checkbox"/> Articulation Request   |   |
| <input type="checkbox"/> Request to Remove from Catalog  |   |
| <input checked="" type="checkbox"/> Other: Add as option for Early Childhood Development AA Degree |   |

**B. PROPOSAL RATIONALE**

**Program** – Provide justification for core units over 18. Please include learning goals in the justification.

**Course** - In a brief paragraph, please describe the need for the course,

- based on the service area of the college, and/or
- as part of the continuing program or as a new course, and/or
- for students' academic benefit, and/or
- as a baccalaureate level course, which has been designed for lower-division community college students. (If the course is offered primarily in the upper division at CSU or UC, please state below how it has been adapted to meet the needs of lower-division community college students.)

**A pilot class for 1 unit was offered in the Spring of 2003. Students asked for a full 3-unit class. Students asked for a class that would aid them in meeting the challenges of working with young children who have social-emotional and mental health needs.**

**C. GRADING OPTION: Letter Grade Only**

D. **CONSULTATIONS:** Consultations are *strongly recommended*; consultation on courses shared with LPC is required.\*

- Consulted with colleagues in my discipline. Date: 9/15/05
- Consulted with colleagues in other disciplines/divisions.  
List: Social Sciences Date: 9/22/05
- Consulted with LPC discipline colleagues.  
Who? Jeanne Virgilio, Zina Rosen-Simon, Jackie Fitzgerald  
Result? Approved Date: 9/27/05

E. **DIVISION DEAN INPUT (Please respond as applicable)**

Has this new or revised course/program been through the division's curriculum approval process and formally approved by the division? Yes

When do you expect the new or revised course/program to be implemented? Fall 2006

Are there expected costs for new facilities, faculty, equipment, etc.? No What are the costs? \_\_\_\_\_ Has the college indicated an ability to meet new costs? \_\_\_\_\_

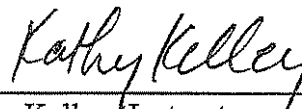
Can this course/program be accommodated within the discipline plan? Yes

Are there other areas that need to be involved in the implementation, such as ITS, etc.? No

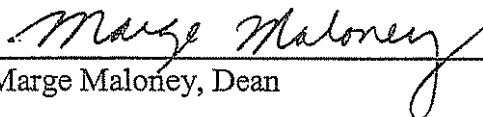
If so, who? \_\_\_\_\_

If this proposal requires state approval before the course/program can be implemented, will the submission to the state be ready to mail in one week after Curriculum Committee approval? Yes

Please include any additional relevant information below:



\_\_\_\_\_  
Kathy Kelley, Instructor



\_\_\_\_\_  
Marge Maloney, Dean

**ABBREVIATED COURSE DESCRIPTION FOR THE CLASS SCHEDULE**

ECD 40 - Social And Emotional Foundations For Early Learning

This course will focus on the healthy social and emotional development of young children as the foundation for children's early learning. Students will become aware of the role of the teacher in establishing an environment that promotes the healthy social and emotional development of young children. Strongly recommended: Early Childhood Development 51, and 62.]

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\*Per the 2000 agreement with LPC, if one college initiates a change and the other college does not choose to make the change, the college initiating the change must either change the rubric for the discipline of the shared course outline or change the number of the course.

\*Per the 2000 agreement with LPC, if one college initiates a change and the other college does not choose to make the change, the college initiating the change must either change the rubric for the discipline of the shared course outline or change the number of the course.

\*\*If the proposal is for a General Studies course, a minimum of three faculty from three disciplines must sign. Please specify each instructor's discipline.

\*\*\*Degrees/Certificates with over 18 core units require a justification (see Appendix F); Degrees with over 25 core units should consider an Associate in Science Option.

kk 8/25/05  
statement of rationale.dot

Course Outline for Early Childhood Development 40  
**SOCIAL AND EMOTIONAL FOUNDATIONS FOR EARLY LEARNING**

**Catalog Description:**

40 - Social and Emotional Foundations for Early Learning

3 units

This course will focus on the healthy social and emotional development of young children as the foundation for children's early learning. Students will become aware of the role of the teacher in establishing an environment that promotes the healthy social and emotional development of young children. Strongly Recommended: Early Childhood Development 51, and 62. 3 hours.

**Prerequisite Skills:**

None.

**Expected Outcomes for Students:**

Upon completion of the course student should be able to:

1. compare nature vs. nurture and temperamental differences and the impact on the social emotional development of young children;
2. describe influences on early brain development;
3. analyze presented child case studies and develop materials and curriculum that support the child's positive social-emotional development;
4. identify and compare behavior disorders which require intervention or additional assessment/intervention;
5. recognize the effects of exposure to violence on young children and develop a plan for children and families that raises awareness of the effects of violence on young children;
6. identify factors of family dynamics that affect children's mental health and indicate when intervention is necessary;
7. identify personal strengths and their professional role in supporting the positive development of children's social-emotional well being;
8. describe the relationship between early care and education programs, families and children and mental health professionals that will result in innovative solutions in both the home and program with the primary goal being the emotional wellness of children.

**Course Content:**

1. Basis of Social-Emotional Development
  - a. Theories of psychological development
  - b. "Nature vs. nurture"
  - c. Development of self esteem
  - d. Temperamental differences
2. Early Brain Development
  - a. Prenatal development
  - b. First three years
  - c. Windows of opportunity
  - d. Environmental and genetic influences
  - e. Physical and mental health
  - f. Poverty
3. Signs of Atypical Behavior
  - a. Early warning signs
  - b. Disorders affecting young children
  - c. Using observational and anecdotal notes as documentation
4. Violence in the Lives of Young Children
  - a. Violence in the home-- physical and psychological effects
    - 1) Birth to age five
    - 2) Older children

- 3) Children's coping abilities
  - b. Influences of media, entertainment and electronic games
  - c. Neighborhoods and community violence
5. Psychological effects of child abuse
  - a. Signs
  - b. Emotional state of abused children
  - c. Family dynamics
  - d. Breaking the cycle
6. Environments that support children's positive mental health.
  - a. Early Care and Education professionals
    - 1) Personal emotional health of providers
    - 2) Professionalism
      - a) Confidentiality
      - b) Code of Ethics
  - b. Acceptance and appreciation of diversity in children and families
  - c. Emotionally safe and secure environments with clear expectations
  - d. Ongoing relationships with families and support services
  - e. Knowledge of behaviors that are developmentally appropriate
  - f. Coaching children in social skills, problems solving and conflict resolution
  - g. Curriculum and materials that
    - 1) Encourage children to express feelings in a socially and culturally accepted manner
    - 2) Provide children with choices
    - 3) Develop self-esteem, empathy, and peer relationships
7. Adult substance abuse and the effects on the Mental Health of young children
  - a. Prenatal exposure
  - b. Dysfunction of family unit
  - c. Disorders specifically linked to substance abuse
8. Team approach to successful intervention
  - a. Developing relationships and consulting with families
  - b. Connecting families to community resources
    - 1) Observation and assessment of the child
    - 2) Consultation
    - 3) Referral
  - c. Working in the ECE environment

**Methods of Presentation:**

1. Lecture
2. Case Studies
3. Participation
4. Guest Presentations
5. Small group
6. Media

**Assignments and Methods of Evaluating Student Progress:**

1. Typical assignments
  - a. Analyze case study of a child and develop materials and curriculum that support child's positive social-emotional development
  - b. Research and write a paper on a behavior disorder that impacts early care and education programs
  - c. Identify resources in the community that support families and children who experience violence or trauma in their lives
2. Methods of Evaluating Student Progress
  - a. Assignments and written reports
  - b. Midterm and final examination
  - c. Case study



**Textbooks (Typical):**

*Meeting the Challenge*, Barbara Kaiser and Judy Sklar Rasminsky, M.O.M. Printing, 1999.  
*Young Exceptional Children*, Susan Sandall and Michaelene Ostrosky, Sopris West, 1999.  
*Child Abuse: Prevention Handbook*, Crime and Prevention Center, California  
Attorney General's Office, California, Cal Image Marketing, 2000.  
*Building Classroom Community*, Jeanette G. Stone, NAEYC, 2001.

**Special Student Materials:**

None.

**Chabot College**  
**LIBRARY CONSULTATION FORM**

NEW COURSE PROPOSED: ECD 40 Social + Emotional Foundations  
for Early Learning

With regard to your new course proposal, please consult the library representative on the Curriculum Committee about the following services:

*Library orientation sessions/courses;*

*Putting items on reserve;*

*Recommending book, periodical, or audio-visual material to support your course;*

*Other (e.g., special computer lab requirements).*

Date of Consultation: 9/28/15

Proposer: Barbara Ogino

Curriculum Committee  
Library representative: James Ecker

# Form #1 – AS Graduation Requirements – Associate in Science Propose changes for Effective 06-07 Fall, 20p & Su

Before marking an "X" or a "v" on the list below, please review Appendix C, Attachment A in Curriculum Handbook. The course(s) must meet the criteria.

New Course (not listed below) Rubric ECD Course # 40 Title Social And Emotional Foundations For Early Learning Units 3

Old Course (listed below) Rubric \_\_\_\_\_ Course # \_\_\_\_\_ Title \_\_\_\_\_ Units \_\_\_\_\_

Revised Course Rubric \_\_\_\_\_ Course # \_\_\_\_\_ Title \_\_\_\_\_ Units \_\_\_\_\_

<p><input type="checkbox"/> <b>A. Language &amp; Rationality (3)</b> ENGL 1A, 52A or 70</p> <p><input type="checkbox"/> <b>A.2 Communication and Analytical Thinking (3)</b> BUS 14, 16, 31 CAS 8, 80, 91 CSCI 8, 10, 14, 15, 19A, 47A,47B,91,92 ELEC 65, 91 Foreign Language 1A*, 1B* GEOG 20* HIST 5*, 12 INDT 74 LIBS 3 MCOM 6, 8, 32, 40 MATH 1, 2, 12, 20, 31, 32, 33, 35, 36,37, 40, 43, 54,54L, 55,55A,55B, 57, 65,65B 65L PHIL 12 PSYC 5 SPCH 1, 2B, 10, 11*, 30, 40, 46 THTR 3, 25*</p> <p><input type="checkbox"/> <b>B. Natural Science (3)</b> ANAT 1 ANTH 1*, 1L ASTR 1, 10, 20, 30 BIOL 2AB, 5, 10, 12, 20, 31, 50 BOTN 10 CHEM 1A, 8, 10, 30A, 30B, 31</p>	<p><input type="checkbox"/> <b>B. Natural Science ---cont'd.</b> ECOL 8, 10, 11, 12 GEOG 1*, 1L, 8, 20* GEOL 1A, 10, 10L, 12, 12L, 15 MIGR 1 PHED 17 PSCI 15 PHYS 2A, 4A, 4B, 4C, 5, 11 PHSI 1 ZOO 10</p> <p><input type="checkbox"/> <b>C. Humanities (3)</b> ARCH 2AB, 4AB,8AB, 12, 14, 16, 20 ART 1, 2A, 3A, 4, 5, 6, 10, 16A, 17, 54, 67 CRAR 10 ENGL 12, 13, 16, 20, 21, 22, 32, 33 34,38, 45, 47, 48 Foreign Language 2A FREN 1A*, 1B*, 2A GNST 30*, 31 HIST 1*, 2* HUMN 1, 3, 7, 28, 30,35, 40, 45 ITAL 1A*, 1B* JAPN 1A*, 1B* MUSL 1, 2ABCD, 3, 4 MUSP 12, 14, 43, 44, 45, 50 PHIL 1, 2, 4, 7, 25 PHOT 50, 67 RELS 1, 7, 11, 12, 30 SL 64, 65 SPAN 1A*, 1B*, 5, 2A SPCH 2A, 5</p>	<p><input type="checkbox"/> <b>C. Humanities – cont'd.</b> THTR 1A, 10, 12, 25*, 47, 48, 50</p> <p><input checked="" type="checkbox"/> <b>D. Social &amp; Behavioral Sciences (3)</b> ADMJ 50, 60 ANTH 1*, 2, 3, 5, 8, 12 BUS 17, 36, 40 ECD 87 ECON 1, 2, 5, 10, 12 GEOG 1*, 2, 3, 5, 12 GNST 30*, 39 HLTH 8 HIST 1*, 2*, 5*, 7*, 8*, 12*, 19*, 20*, 21*, 22*, 25*, 27*, 44 MCOM 31 POLI 1*, 2*, 12*, 20*, 25*, 30*, 40* PSYC 1, 2, 3, 6, 8, 12, 18, 33, 45 PSCN 1, 4, 13 SOCL 1*, 2, 3, 4, 8, 10, 11, 30, 31, 32 SPCH 11*</p> <p>*May be used to fulfill one area only unless stated otherwise.</p>	<p><input type="checkbox"/> <b>E. Health or American Institutions &amp; PHED (3)</b></p> <p><input type="checkbox"/> <b>E. 1. Health Education or American Institutions:</b> HLTH 1, 4, PHED 18 or HIST 7*, 8*, 12*, 20*, 21*, 22*, 25*, 27* or POLI 1*, 2*</p> <p><input type="checkbox"/> <b>E.2. Physical Education (1)</b> PHED 1, 2, 3, 4, 5, 6, 7, 12, 13, 13R, 14, 30-48, 50</p> <p><input type="checkbox"/> <b>American Cultures</b> ANTH 5 ENGL 32, 33 HIST 5, 7, 8, 12, 27 PSCN 1, 13 SOCL 1, 3, 30</p> <p><input type="checkbox"/> <b>Math Proficiency</b> BUS 16 ELEC 65 INDT 74 MATH 1, 2, 20, 31, 32, 33, 35, 36, 37, 40, 43, 54,54L,55, 55A, 55B,57, 65, 65B, 65L PSYC 5</p>
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**Form - AA Graduation Requirements - Associate Arts - Propose changes for effective 06-07 Fall - Su**

Before marking an "X" or a "✓" on the list below, please review Appendix C, Attachment A in Curriculum Handbook. The course(s) must meet the criteria.

New Course (not listed below) Rubric ECD Course # 40 Title Social And Emotional Foundations For Early Learning Units 3

Old Course (listed below) Rubric \_\_\_\_\_ Course # \_\_\_\_\_ Title \_\_\_\_\_ Units \_\_\_\_\_

Revised Course Rubric \_\_\_\_\_ Course # \_\_\_\_\_ Title \_\_\_\_\_ Units \_\_\_\_\_

Revised Course	Rubric	Course #	Title	Units
<input type="checkbox"/> <b>A.1 English Composition (3)</b> Grp1: ENGL 1A, or 52A Grp2: ENGL 4, 7, 52B or 70				<input type="checkbox"/> <b>American Cultures</b> ANTH 5 ENGL 32, 33 HIST 5, 7, 8, 12, 27 PSCN 1, 13 SOCI 1, 3, 30
<input type="checkbox"/> <b>A.2 Writing and Critical Thinking (3)</b> <input type="checkbox"/> <b>A.3 Communication and Analytical Thinking (3)</b> BUS 14, 16, 31 CAS 8, 80, 91 CSCI 8, 10, 14, 15, 19A, 47A,47B,91,92 ELEC 65, 91 Foreign Language 1A, 1B GEOG 20 HIST 5*, 12 INDT 74 LIBS 3 MCOM 6, 8, 32, 40 MATH 1, 2, 12, 20, 31, 32, 33, 35, 36,37, 40, 43, 54, 54L, 55, 55A, 55B, 57, 65, 65B, 65L PHIL 12 PSYC 5 SPCH 1, 2B, 10, 11*, 30, 40, 46 THTR 3, 25*	<input type="checkbox"/> <b>B. Natural Science ---cont'd.</b> ECOL 8, 10, 11, 12 GEOG 1*, 1L, 8, 20 GEOL 1A, 10, 10L, 12, 12L, 15 MIGR 1 PHED 17 PSCL 15 PHYS 2A, 4A, 4B, 4C, 5, 11 PHSI 1 ZOO 10 <input type="checkbox"/> <b>C. Humanities (3)</b> ARCH 2AB, 4AB,8AB, 12, 14,16, 20 ART 1, 2A, 3A, 4, 5, 6,10, 16A, 17, 54, 67 CRAR 10 ENGL 12, 13, 16, 20, 21, 22, 32, 33, 34, 38, 45, 47, 48 Foreign Language 2A FREN 1A* 1B*, 2A GNST 30*, 31 HIST 1*, 2* HUMN 1, 3, 7, 28, 30, 35, 40, 45 ITAL 1A*, 1B* JAPN 1A*, 1B* MUSL 1, 2ABCD, 3, 4 MUSP 12, 14, 43, 44, 45, 50 PHIL 1, 2, 4, 7, 25 PHOT-50, 53A, 67 RELS 1, 7, 11, 12, 30 SL 64, 65 SPAN 1A*, 1B*, 5, 2A SPCH 2A, 5	<input type="checkbox"/> <b>B. Natural Science ---cont'd.</b> ECOL 8, 10, 11, 12 GEOG 1*, 1L, 8, 20 GEOL 1A, 10, 10L, 12, 12L, 15 MIGR 1 PHED 17 PSCL 15 PHYS 2A, 4A, 4B, 4C, 5, 11 PHSI 1 ZOO 10 <input type="checkbox"/> <b>C. Humanities (3)</b> ARCH 2AB, 4AB,8AB, 12, 14,16, 20 ART 1, 2A, 3A, 4, 5, 6,10, 16A, 17, 54, 67 CRAR 10 ENGL 12, 13, 16, 20, 21, 22, 32, 33, 34, 38, 45, 47, 48 Foreign Language 2A FREN 1A* 1B*, 2A GNST 30*, 31 HIST 1*, 2* HUMN 1, 3, 7, 28, 30, 35, 40, 45 ITAL 1A*, 1B* JAPN 1A*, 1B* MUSL 1, 2ABCD, 3, 4 MUSP 12, 14, 43, 44, 45, 50 PHIL 1, 2, 4, 7, 25 PHOT-50, 53A, 67 RELS 1, 7, 11, 12, 30 SL 64, 65 SPAN 1A*, 1B*, 5, 2A SPCH 2A, 5	<input type="checkbox"/> <b>C. Humanities - cont'd.</b> THTR 1A, 10, 12, 25*, 47, 48, 50 <input checked="" type="checkbox"/> <b>D. Social &amp; Behavioral Sciences (3)</b> ADMJ 50, 60 ANTH 1*, 2, 3, 5, 8, 12 BUS 17, 36, 40 ECD 87 EGON 1, 2, 5, 10, 12 GEOG 1*, 2, 3, 5, 12 GNST 30*, 39 HLTH 8 HIST 1*, 2*, 5*, 7*, 8*, 12*, 19*, 20* 21*, 22*, 25*, 27*, 44 MCOM 31 POLI 1*, 2*, 12*, 20*, 25*, 30*, 40* PSYC 1, 2, 3, 6, 8, 12, 18, 33, 45 PSCN 1, 4, 13 SOCI 1, 2, 3, 4, 8, 10, 11, 30, 31, 32 SPCH 11* <input type="checkbox"/> <b>E. Wellness (3)</b> E. 1. Areas of Health Education Option 1 HLTH 1, 4 or PHED 18 Option 2: AA Nursing or DH E. 2 Physical Education (1) PHED 1, 2, 3, 4, 5, 6, 7, 12, 13, 13R, 14, 30-48, 50	<input type="checkbox"/> <b>Math (Proficiency)</b> BUS 16 ELEC 65 INDT 74 MATH 1, 2, 20, 31, 32, 33, 35, 36, 37, 40, 43, 54,54L, 55, 55A, 55B, 57, 65, 65B, 65L <b>American Institutions</b> One of the following combinations will satisfy this requirement (3 of 6) Course options have not been determined by the Sub-Committee.

Before marking an "X" or a "v" on the list below, please review Appendix C, Attachment B-III in Curriculum Handbook. The course(s) must meet the criteria.

New Course (not listed below)    Rubric ECD    Course # 40    Title Social & Emotional Foundations For Early Learning    Units 3  
 Old Course (listed below)    Rubric \_\_\_\_\_    Course # \_\_\_\_\_    Title \_\_\_\_\_    Units \_\_\_\_\_  
 Revised Course    Rubric \_\_\_\_\_    Course # \_\_\_\_\_    Title \_\_\_\_\_    Units \_\_\_\_\_

Administrative Justice (ADMJ) 50,51,54,55,56,57,58,59,60 61,62,63,66,69,70,72,74,79,89	Ecology (ECOL) 8, 10, 11, 12, 29	Dance (DANC) 1, 5, 6
American Sign Language (ASL) See "Sign Language"	Microbiology (MICR) 1	Dental Hygiene (DHYG) 51, 52AB, 54,55AB, 56AB .57,58,60,61, 69AB, 71AB,73 75 80AB, 81AB, 82AB, 83
Anthropology (ANTH) 1, 1L, 2, 3, 5, 8, 12, 29	Physiology (PHYS) 1, 2, 2L	Design Technology (DSGN) 50, 52, 55, 61, 62AB, 65, 66AB
Architecture (ARCH) 2AB, 4AB, 8AB, 12, 14, 16, 20, 31AB, 32AB, 33, 62, 68	Zoology (ZOOZ) 1, 10	Digital Media (DGM) 34B, 35A, 35B, 36A, 36B
Art (ART) 1, 2AB, 3ABCD, 4, 5, 6, 7ABCD, 10, 11, 12ABCD,13ABCD, 16ABCD, 17, 18, 19, 20, 21, 29, 31AB, 32AB, 33, 40, 43, 45, 47 48, 50, 52, 54, 55, 60, 61, 65, 67, 95, 96	Business (BUS) 1AB, 2, 3, 4, 5,6,7, 10, 12, 14, 15, 16, 17, 21, 22, 24, 26, 28, 31, 32, 34, 35, 36, 37, 40, 41, 81, 82, 95, 96	Early Childhood Development (ECD) 50, 51, 52, 55, 60, 61, 62, 63,64, 65, 67, 68, 69, 77 78, 79, 83, 85, 87, 90, 95, 96
Astronomy (ASTR) 1, 10, 20, 29, 30, 40, 50	Chemistry (CHEM) 1AB, 5, 8, 10, 12AB, 29, 30AB, 31	Economy (ECON) 1, 2, 5, 10, 12, 29
Automotive Technology (ATEC) 50, 55, 61AB, 63AB 64AB, 65, 66, 70	Computer Application Systems (CAS) 8, 41, 50, 54AB, 55, 58, 60, 61,70, 72ABCDEFHIJKLMN, 80, 82,84, 88AB,91	Electronic & Computer Technology (ELEC) 60, 61, 62ABC, 63,64ABC, 65, 67,68, 69, 70, 74AB, 75, 76, 77,78, 90, 91
Anatomy (ANAT) 1	Computer Science (CSCI) 7,8, 10, 11, 12, 13, 14, 15, 18ABCDEF, 19AB, 20, 20J, 21, 22, 27A, 29, 31, 40ABCD, 42, 44AB, 47ABC, 48ABC, 82, 91, 92, 93, 94	Engineering (ENGR) 10, 22, 25, 32, 36, 43, 45
Biology (BIOL) 2AB, 5, 10, 12, 20, 21, 25, 29, 31, 40, 50	Contemporary Studies 49	Engineering Technology (ENGT) 52, 60, 66,
Botany (BOTW) 10	Creative Arts (CRAR) 10	English (ENGL) 1A, 4, 7, 10, 11, 12, 13, 15, 16, 20, 29, 34,70 Literature 20, 21, 22, 30, 32, 33, 34, 38, 45, 47,48,52AB
		Fire Technology (FT) 50, 51, 54, 55, 56, 64AB, 70AB, 71AB, 72, 73ABC, 74, 75AB, 86, 90ABC, 91ABC, 95

Before marking an "X" or a "✓" on the list below, please review Appendix C, Attachment C in Curriculum Handbook. The course(s) must meet the criteria.

New Course (not listed below) Rubric ECD Course # 40 Title Social And Emotional Foundations For Early Learning Units 3

Old Course (listed below) Rubric \_\_\_\_\_ Course # \_\_\_\_\_ Title \_\_\_\_\_ Units \_\_\_\_\_

Revised Course Rubric \_\_\_\_\_ Course # \_\_\_\_\_ Title \_\_\_\_\_ Units \_\_\_\_\_

<p>A. Communication in the English Language and Critical Thinking</p> <p><input type="checkbox"/> A1 SPCH 1, 30, 46</p> <p><input type="checkbox"/> A2 ENGL 1A</p> <p><input type="checkbox"/> A3 ENGL 4, 7, HIST 5, MATH 12/PHIL 12, SPCH 46</p>	<p>B. The Physical &amp; Life Science &amp; Math</p> <p><input type="checkbox"/> B1 Physical Sciences</p> <p>ASTR 1, 10, 20, 30</p> <p>CHEM 1A, 1B, 8, 10, 12AB, 30AB, 31</p> <p>GEOG 1, 1L, 8</p> <p>GEOG 1A, 1B, 10, 10L, 12, 12L, 21</p> <p>PHYS 2A, 2B, 4A, 4B, 5, 11</p> <p>PSCI 15</p> <p>PSYC 2*</p>	<p>C. Arts, Literature, Philosophy &amp; Foreign Languages</p> <p><input type="checkbox"/> C1 Arts (Art Dance, Music, Theatre)</p> <p>ARCH 14, 20</p> <p>ART 1, 2A, 3A, 4, 5, 6, 10, 11</p> <p>16A, 17, 20, 67</p> <p>CRAR 10</p> <p>MUSL 1, 3, 4, 6, 12, 44, 45</p> <p>PHOT 67</p> <p>THTR 1A, 5, 10, 11, 12, 16, 25, 40</p> <p>WELD 71</p> <p><input type="checkbox"/> C2 Humanities (Literature, Philosophy)</p> <p>Foreign Languages</p> <p>ENGL 12, 13, 20, 21*, 22*, 30, 32, 34, 38, 45, 47, 48,</p> <p>FREN 1A, 1B, 2A, 2B</p> <p>GNST 31</p> <p>GERM 2A, 2B</p> <p>HIST 1*, 2*</p> <p>HUMN 1, 3, 7, 10, 28, 30</p> <p>35, 40, 45</p> <p>ITAL 1B</p> <p>PHIL 1, 2, 4, 7, 25</p> <p>RELS 1, 7, 11, 12, 30</p> <p>SL 64, 65</p> <p>SPAN 1A, 1B, 5, 2A, 2B</p> <p>SPCH 2A, 5</p>	<p>D. Human Social, Political and Economic Institutions and Behavior</p> <p><input type="checkbox"/> D1 Anthropology &amp; Archaeology</p> <p>ANTH 1*, 2, 3, 5*, 8*, 12*</p> <p><input type="checkbox"/> D2 Economics</p> <p>ECON 1, 2, 5, 10, 12</p> <p><input type="checkbox"/> D3 Ethnic Studies</p> <p>ANTH 5*, 8*, 12*</p> <p>ENGL 21*, 22*</p> <p>PSCN 4</p> <p>HIST 19*, 20*, 21*, 22*, 25*, 26*</p> <p>SOCI 3*, 10</p> <p><input type="checkbox"/> D4 Gender Studies</p> <p>ENGL 33</p> <p>GNST 31</p> <p>HIST 27*</p> <p>SOCI 11*</p> <p><input type="checkbox"/> D5 Geography</p> <p>GEOG 2, 3, 5, 12, 20</p> <p><input type="checkbox"/> D6 History</p> <p>HIST 1*, 2*, 7, 8, 12, 19*, 20*, 21, 22*, 25*, 27*, 44</p> <p><input checked="" type="checkbox"/> D7 Interdisciplinary Social or Behavioral Science</p> <p>BUS 17, 36</p> <p>CAS 50</p> <p>ECD 67</p> <p>MCOM 5</p> <p>PSCN 1, 13</p> <p>SOCI 33*</p> <p>SPCH 11</p> <p><input type="checkbox"/> D8 Political Science, Govt. &amp; Legal Legislation</p> <p>ADMJ 60</p> <p>POLI 1, 2, 12, 20, 25, 30, 40</p> <p><input type="checkbox"/> D9 Psychology</p> <p>PSYC 1, 2*, 3, 6, 33, 43</p>	<p><input type="checkbox"/> D10 Sociology and Criminology</p> <p>ADMJ 50</p> <p>SOCI 1, 2, 3*, 4, 11*, 30*, 31*</p> <p>32</p> <p><input checked="" type="checkbox"/> E. Understanding and Self Development</p> <p>ECOL 12</p> <p>GNST 20</p> <p>HLTH 1, 2, 4, 8</p> <p>NUTR 1, 57, 58</p> <p>PHED 15, 18, 57, 58</p> <p>PSYC 8, 12, 45</p> <p>PSCN 10, 11, 16, 20</p> <p>SOCI 8, 30*, 31*, 33*</p> <p>SPCH 10</p> <p>PHED Activity:</p> <p>1, 2, 3, 5, 7, 12, 13, 13R, 14, 17, 20, 25, 26, 27, 30, 31-39, 41-48, 50 (limit 2 units).</p> <p><b>American Institutions</b></p> <p><u>One of the following combinations will satisfy this requirement.</u></p> <p>HIST 7* + Select ONE from the following:</p> <p>HIST 8*, 12, 21*, 25*, 27*, Poli 2*</p> <p><b>OR</b></p> <p>Poli 1* + Select ONE from the following:</p> <p>HIST 8*, 20*, 21*, 22*, 25*, 27* .....for a total of 6 units.</p> <p>* (Courses in American Institutions may be counted in Area D).</p>
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<b>CONTENT REVIEW FORM A</b> <b>ADVISORY REQUISITE COURSE</b>
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**TARGET COURSE:** ECD 40 Social and Emotional Foundations for Early Learning

**ADVISORY REQUISITE COURSE:** ECD 62 Child, Family, and Community

**Instructions:**

1. List exit competencies (skills) from Advisory Requisite Course. These skills are listed in the "Expected Outcomes for Students" section of the course outline of record ("Upon completion of the course the student should be able to...").
2. Indicate which of the listed exit competencies (skills) are necessary "entering skills" probably needed for success in the target course. Mark with an "X" each needed skill.
3. Indicate the degree of importance of each needed entering skill for course success using the following rating scale: 1 = Critical 2 = Very Helpful 3 = Desirable

**SKILLS ANALYSIS**

Exit Skills Prerequisite Course:	Entering Skills Needed for Success Target Course	Degree of Importance
1. examine how services provided to families and children are determined by political, financial, religious and other powerful influences;	X	3
2. analyze and compare services offered by contemporary communities, local, state, and federal, that serve families and children;	X	3
3. Identify the impact of culture, linguistic and Ethnic diversity, and socio-economic status On families and children;	X	3
4. Identify steps of reporting child abuse;	X	1
5. describe the increased variety of living arrangements that may constitute "the family" of a child;	X	2
6. identify and describe differing parenting styles and family interactions;	X	1
7. demonstrate an understanding of diversity through appropriate classroom assignments and activities;	X	2
8. explain components of effective communication between teachers and families	X	1

<b>CONTENT REVIEW FORM A</b> <b>ADVISORY REQUISITE COURSE</b>
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**TARGET COURSE:** ECD 40 Social and Emotional Foundations for Early Learning

**ADVISORY REQUISITE COURSE:** ECD 51 Prenatal to Early Childhood and Early Childhood Development

**Instructions:**

1. List exit competencies (skills) from Advisory Requisite Course. These skills are listed in the "Expected Outcomes for Students" section of the course outline of record ("Upon completion of the course the student should be able to...").
2. Indicate which of the listed exit competencies (skills) are necessary "entering skills" probably needed for success in the target course. Mark with an "X" each needed skill.
3. Indicate the degree of importance of each needed entering skill for course success using the following rating scale: 1 = Critical 2 = Very Helpful 3 = Desirable

**SKILLS ANALYSIS**

Exit Skills Prerequisite Course:	Entering Skills Needed for Success Target Course	Degree of Importance
1. demonstrate knowledge of the basic concepts of neonatal, infant, toddler, preschool, and early primary child development within a social-cultural context;	X	1
2. describe current trends in research about early childhood;	X	3
3. identify and describe the needs of typically developing children at different ages and stages of development;	X	2
4. assess through observation and identify children's unique qualities, behaviors, skills, traits, and developmental level;	X	3
5. identify available community services provided for young children with special needs and techniques for studying children;	X	1
6. demonstrate understanding of the need of programs to provide culturally sensitive care and implement curriculum that is multicultural and anti-bias;	X	1
7. identify the code of ethical responsibilities to children;	X	2



**Chabot College  
Statement of Rationale**

**TO:** Curriculum Committee  
**FROM:** Social Sciences Division  
**DATE:** 10/21/06  
**SUBJECT:** Chemistry 30A - Introductory and Applied Chemistry

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**A. PROPOSAL CONTENT (Please check all that apply)**

- |   |  |
|---|--|
| <input type="checkbox"/> Degree/Certificate***: New             |  |
| <input type="checkbox"/> Proposed New Course                    |  |
| <input checked="" type="checkbox"/> Revision of Existing Course |  |
| <input type="checkbox"/> Title Change                           | <input checked="" type="checkbox"/> Prerequisite/Co-requisite/Advisory<br>Addition, Deletion, Change |
| <input type="checkbox"/> Rubric Change*                         | <input type="checkbox"/> Catalog Description Change  |
| <input type="checkbox"/> Number Change*                         | <input type="checkbox"/> Below-the-Catalog-Description<br>Change                                     |
| <input type="checkbox"/> Hours/Units Change                     |  |
| <input checked="" type="checkbox"/> Minor Format Change         |  |
| <input type="checkbox"/> Articulation Request                   |  |
| <input type="checkbox"/> Request to Remove from Catalog         |  |
| <input type="checkbox"/> Other: Please specify                  |  |

**B. PROPOSAL RATIONALE**

**Program** – Provide justification for core units over 18. Please include learning goals in the justification.

**Course** - In a brief paragraph, please describe the need for the course,

- based on the service area of the college, and/or
- as part of the continuing program or as a new course, and/or
- for students' academic benefit, and/or
- as a baccalaureate level course, which has been designed for lower-division community college students. (If the course is offered primarily in the upper division at CSU or UC, please state below how it has been adapted to meet the needs of lower-division community college students.)

**Minor changes have been made in the course content areas to better reflect the course as it is currently being taught at Chabot. Expected outcomes have been changed to include more detail. The 65L version of Math 65 is being added as a prerequisite so students will not be denied registration.**

**C. GRADING OPTION: Letter Grade Only**

D. CONSULTATIONS: Consultations are *strongly recommended*; consultation on courses shared with LPC is required.\*

Consulted with colleagues in my discipline.

Date: 10/21/05

Consulted with colleagues in other disciplines/divisions.

List: \_\_\_\_\_

Date: \_\_\_\_\_

Consulted with LPC discipline colleagues.

Who? Mike Ansell

Result? He said it's all OK

Date: 10/27/05

E. DIVISION DEAN INPUT (Please respond as applicable)

Has this new or revised course/program been through the division's curriculum approval process and formally approved by the division? Yes

When do you expect the new or revised course/program to be implemented? Yes

Are there expected costs for new facilities, faculty, equipment, etc.? No What are the costs? \_\_\_\_\_ Has the college indicated an ability to meet new costs? \_\_\_\_\_

Can this course/program be accommodated within the discipline plan? Yes

Are there other areas that need to be involved in the implementation, such as ITS, etc.? No

If so, who? \_\_\_\_\_

If this proposal requires state approval before the course/program can be implemented, will the submission to the state be ready to mail in one week after Curriculum Committee approval? Yes

Please include any additional relevant information below:

Maggie Schumacher  
Maggie Schumacher, Instructor

Sally Jahnke  
Sally Jahnke, Dean

11-4-05

ABBREVIATED COURSE DESCRIPTION FOR THE CLASS SCHEDULE

Chemistry 30A - Introductory and Applied Chemistry

Chemistry of inorganic compounds, atomic theory, bonding, equations, gas laws, solutions, acid-base theory and oxidation-reduction. Designed for certain programs in allied health and technological fields and for general education. Prerequisite: Mathematics 65, 65B, or 65L (completed with a grade of "C" or higher).

\*Per the 2000 agreement with LPC, if one college initiates a change and the other college does not choose to make the change, the college initiating the change must either change the rubric for the discipline of the shared course outline or change the number of the course.

**Course Outline for Chemistry 30A**  
**INTRODUCTORY AND APPLIED CHEMISTRY**

**Catalog Description:**

30A - Introductory and Applied Chemistry

4 units

Chemistry of inorganic compounds, atomic theory, bonding, equations, gas laws, solutions, acid-base theory and oxidation-reduction. Designed to meet the requirements of certain programs in allied health and technological fields and for general education. Prerequisite: Mathematics 65, 65B, or 65L (completed with a grade of "C" or higher). 3 hours lecture, 3 hours laboratory

**Prerequisite Skills:**

Before entering the course the student should be able to:

1. apply order of operations to simplify algebraic expressions;
2. solve linear equations in one variable;
3. graph linear equations in two variables by various methods;
4. add, subtract, multiply, divide and simplify rational expressions;
5. apply algebraic methods to solve word problems;
6. apply the properties of integral exponents;
7. solve formulas for any given variable;
8. find the slope of a line from the graph;
9. convert between scientific notation and standard notation.

**Expected Outcomes for Students:**

Upon completion of the course, the student should be able to:

1. make unit conversions in the metric system using the prefixes kilo, deci, centi, milli, and micro;
2. describe the structure of the atom in terms of protons, neutrons and electrons;
3. write electron configurations using the periodic table;
4. perform calculations using the mole concept to relate grams to moles for given chemical formulas and for simple stoichiometry problems;
5. identify properties of states of matter;
6. perform simple calculations involving heat, including specific heat problems and nutritional Problems;
7. use standard nomenclature for ionic compounds, binary molecular compounds and acids;
8. write balanced equations for chemical reactions including those in aqueous solution and those involving elementary oxidation-reduction;
9. describe ideal gas laws qualitatively and quantitatively;
10. define concentration units of solutions and use these definitions in problem solving;
11. describe properties of solutions such as surface tension, osmosis and dialysis and their application to biological systems;
12. identify and describe effects of intermolecular forces;
13. describe buffer solutions in terms of their composition and function, especially ones in biological systems;
14. interpret reactions according to acid-base theory;
15. use the pH scale to compare acidity;
16. write balanced net and total ionic equations;
17. use Le Chateller's principle to predict the qualitative effects of changes in concentration, temperature

- and pH on an equilibrium;
18. describe factors affecting the rates of reactions;
  19. describe types of nuclear radiation, isotopes and their half-life, nuclear reactions, units, and medical/industrial uses;
  20. perform laboratory experiments in an efficient, safe and purposeful manner;
  21. collect and analyze scientific data;
  22. use an electronic balance and various pieces of volumetric glassware;
  23. record laboratory observations in a useful, detailed manner;
  24. perform a titration.

**Course Content - Lecture Material:**

1. Matter and energy
2. Simple atomic theory, excluding quantum mechanics or wave theory
3. Compounds and chemical bonds
4. Intermolecular forces
5. Moles and simple stoichiometry
6. States of matter and gas laws
7. Chemical energy, including specific heat calculations and nutrition calculations
8. Water and solutions
  - a. molarity, including solution preparation and simple stoichiometry calculations
  - b. equivalents/normality-simple calculations
  - c. percent concentrations
  - d. electrolytes
  - e. net ionic equations
9. Acid/Base chemistry
  - a. Arrhenius theory
  - b. Bronsted-Lowry theory
  - c. pH scale and simple calculations
  - d. hydrolysis
  - e. buffers
10. Equilibrium
  - a. definition
  - b. LeChatelier's Principle
11. Kinetic Molecular Theory
12. Oxidation-reduction
  - a. definitions of oxidation and reduction
  - b. recognition of redox reactions
13. Introduction to nuclear chemistry
  - a. alpha, beta, gamma and positron decay
  - b. half-life and simple calculations
  - c. biological effects of radiation
  - d. medical applications of radiation

**Course Content - Laboratory Material:**

1. Measurements
  - a. accuracy
  - b. precision
  - c. basic significant figures
  - d. common units of measurements
    - 1) metric units

- 2) English units
2. Safety in the laboratory and proper disposal of waste materials
3. Techniques of collecting and analyzing data to reach conclusions
4. Qualitative and quantitative experiments in the laboratory, including
  - a. conductivity of solutions
  - b. measurement of density
  - c. direct observations of reactions
  - d. experimentation with gas laws
  - e. experimentation with acids/bases including pH measurement, titration and buffers.

**Methods of Presentation:**

1. Informal lecture with student questions encouraged
2. Audio-visual materials, which may include any of the following
  - a. molecular models
  - b. periodic tables
  - c. films
  - d. transparencies
  - e. computer simulations
  - f. PowerPoint presentations
3. Demonstrations of chemical reactions and related phenomena
4. Laboratory experimentation, including individual and group work

**Assignments and Methods of Evaluating Student Progress:**

1. Typical Assignments
  - a. Reading
    - 1) Read the chapter on measurements in your textbook. Be able to answer all the end-of-chapter questions.
    - 2) Read the laboratory discussion/procedure for titration. Be able to answer the pre-lab questions.
  - b. Laboratory
    - 1) Titrate a sample of unknown concentration of a monoprotic acid against a standardized base to determine the concentration.
    - 2) Determine the density of various samples by taking appropriate measurements.
    - 3) Observe what happens when samples of copper, zinc and magnesium are added to hydrochloric acid. Describe what you observe and write balanced equations for the reactions.
2. Methods of Evaluating Student Progress
  - a. Homework
  - b. Quizzes
  - c. Written lab reports
  - d. Tests
  - e. Final Examination

**Textbook(s) Typical:**

1. *General, Organic and Biological Chemistry: Structures of Life*, K. Timberlake, Platinum Edition: Benjamin Cummings, 2003

2. *Introduction to General, Organic and Biochemistry*, 7<sup>th</sup> Edition, F. Bettelheim, W. Brown and J. March, Thomson/Brooks/Cole, 2004

**Special Student Materials:**

1. Safety goggles approved for Chemistry laboratory
2. Scientific calculator
3. Laboratory coat/apron

DG:al  
revised: 9/2005

OLD

Chabot College

Fall 2005  
Replaced Fall 2006

**Course Outline for Chemistry 30A**  
**INTRODUCTORY AND APPLIED CHEMISTRY**

**Catalog Description:**

30A - Introductory and Applied Chemistry

4 units

Chemistry of inorganic compounds, atomic theory, bonding, equations, gas laws, solutions, acid-base theory and oxidation-reduction. Designed to meet the requirements of certain programs in allied health and technological fields and for general education. Prerequisite: Mathematics 65 or 65B (completed with a grade of "C" or higher. 3 hours lecture, 3 hours laboratory).

**Prerequisite Skills:**

Before entering the course the student should be able to:

1. write using set theory notation;
2. apply order of operations to simplify algebraic expressions;
3. solve linear equations in one variable;
4. solve and graph linear inequalities in one variable;
5. graph linear equations in two variables by various methods;
6. add, subtract, multiply, and divide polynomials;
7. apply the formula for squaring a binomial;
8. factor special products, general trinomials, and polynomials with four terms;
9. add, subtract, multiply, divide and simplify rational expressions;
10. apply algebraic methods to solve word problems;
11. solve quadratic equations by factoring, using the principle of square roots, and using the quadratic formula;
12. solve systems of equations by graphing, substitution and elimination;
13. apply the properties of integral exponents;
14. solve formulas for any given variable;
15. solve rational equations;
16. find the slope of a line from the graph, from the definition and from the slope-intercept equation of the line;
17. find the equation of a line using the point-slope equation;
18. convert between scientific notation and standard notation.

**Expected Outcomes for Students:**

Upon completion of the course, the student should be able to:

1. make unit conversions in the metric system;
2. describe the structure of the atom in terms of protons, neutrons and electrons;
3. write electron configurations using the periodic table;
4. perform calculations using the mole concept;
5. identify properties of states of matter;
6. use standard nomenclatures;
7. write balanced equations for chemical reactions including those in aqueous solution and those involving elementary oxidation-reduction;
8. describe gas laws qualitatively and quantitatively;
9. define concentration units of solutions and use these definitions in problem solving;
10. describe properties of solutions;

**Expected Outcomes for Students – continued:**

11. identify and describe effects of intermolecular forces;
12. interpret reactions according to acid-base theory;
13. use the pH scale to compare acidity;
14. write balanced net and total ionic equations;
15. use Le Chatelier's principle to predict the qualitative effects of changes in concentration, temperature and pH on an equilibrium;
16. describe factors affecting the rates of reactions;
17. describe types of nuclear radiation, isotopes and their half-life, nuclear reactions, units, and medical/industrial uses;
18. perform laboratory experiments in an efficient, safe and purposeful manner;
19. collect and analyze scientific data;
20. use an electronic balance and various pieces of volumetric glassware;
21. record laboratory observations in a useful, detailed manner;
22. perform a titration.

**Course Content - Lecture Material:**

1. Matter and Energy
2. Atomic theory
3. Compounds and chemical bonds
4. Intermolecular forces
5. Moles and simple stoichiometry
6. States of matter and gas laws
7. Chemical energy, including specific heat problems
8. Water and solutions
  - a. molarity
  - b. equivalents/normality
  - c. percent concentrations
  - d. electrolytes
  - e. net ionic equations
9. Acid/Base chemistry
  - a. Arrhenius theory
  - b. Bronsted-Lowry theory
  - c. pH scale and simple calculations
  - d. hydrolysis
  - e. buffers
10. Equilibrium
  - a. definition
  - b. LeChatelier's Principle
11. Kinetic Molecular Theory
12. Oxidation-reduction
  - a. definitions of oxidation and reduction
  - b. recognition of redox reactions
13. Introduction to nuclear chemistry
  - a. alpha, beta and gamma decay
  - b. half-life and simple calculations
  - c. uses and biological effects of radiation



**Course Content - Laboratory Material:**

1. Measurements
  - a. accuracy
  - b. precision
  - c. basic significant figures
  - d. common units of measurements
    - i. metric units
    - ii. English units
2. Safety in the laboratory and proper disposal of waste materials
3. Techniques of collecting and analyzing data to reach conclusions
4. Qualitative and quantitative experiments in the laboratory, including
  - a. conductivity of solutions
  - b. measurement of density
  - c. direct observations of reactions
  - d. experimentation with gas laws
  - e. experimentation with acids/bases including pH measurement, titration and buffers.

**Methods of Presentation:**

1. Informal lecture with student questions encouraged
2. Audio-visual materials, which may include any of the following
  - a. molecular models
  - b. periodic tables
  - c. films
  - d. transparencies
  - e. computer simulations
  - f. PowerPoint presentations
3. Demonstrations of chemical reactions and related phenomena
4. Laboratory experimentation, including individual and group work

**Assignments and Methods of Evaluating Student Progress:**

1. Typical Assignments
  - a. Reading
    - i. Read the chapter on measurements in your textbook. Be able to answer all the end-of-chapter questions.
    - ii. Read the laboratory discussion/procedure for titration. Be able to answer the pre-lab questions.
  - b. Laboratory
    - i. Titrate a sample of unknown concentration of a monoprotic acid against a standardized base to determine the concentration.
    - ii. Determine the density of various samples by taking appropriate measurements.
2. Methods of Evaluating Student Progress
  - a. Homework
  - b. Quizzes
  - c. Written lab reports
  - d. Tests
  - e. Final Examination

Chabot College  
Course Outline for Chemistry 30A, page 4  
Fall 2005

**Textbook(s) Typical:**

1. K. Timberlake, *General, Organic and Biological Chemistry: Structures of Life*, Platinum Edition: Benjamin Cummings, 2003
2. F. Bettelheim, W. Brown and J. March, *Introduction to General, Organic and Biochemistry*, 7<sup>th</sup> Edition: Thomson/Brooks/Cole, 2004

**Special Student Materials:**

1. Safety goggles approved for Chemistry laboratory
2. Scientific calculator
3. Laboratory coat/apron

DG:al  
revised: 9/2005

## CONTENT REVIEW FORM A PREREQUISITE COURSE

TARGET COURSE: Chemistry 30A

PREREQUISITE COURSE: Math 65

**Instructions:**

1. List exit competencies (skills) from Prerequisite Course. These skills are listed in the "Expected Outcomes for Students" section of the course outline of record ("Upon completion of the course the student should be able to...").
2. Indicate which of the listed exit competencies (skills) are necessary "entering skills" probably needed for success in the target course. Mark with an "X" each needed skill.
3. Indicate the degree of importance of each needed entering skill for course success using the following rating scale: 1 = Critical 2 = Very Helpful 3 = Desirable

**SKILLS ANALYSIS**

Exit Skills Prerequisite Course:	Entering Skills Needed for Success Target Course	Degree of Importance
1. Write using set theory notation.		
2. Apply order of operations to simplify algebraic expressions.	X	2
3. Solve linear equations in one variable.	X	1
4. Solve and graph linear inequalities in one variable.		
5. Graph linear equations in two variables by various Methods.	X	3
6. Add, subtract, multiply, and divide polynomials.		
7. Apply the formula for squaring a binomial.		
8. Factor special products, general trinomials, and polynomials with four terms.		
9. Add, subtract, multiply, divide and simplify rational expressions.	X	1
10. Apply algebraic methods to solve word problems.	X	1
11. Solve quadratic equations by factoring, using the principle of square roots, and using the quadratic formula.		
12. Solve systems of equations by graphing, substitution and Elimination.		
13. Apply the properties of integral exponents.	X	2
14. Solve formulas for any given variable.	X	1
15. Solve rational equations.		
16. Find the slope of a line from the graph, from the definition and from the slope-intercept equation of the line.	X	2
17. Find the equation of a line using the point-slope equation.		
18. Convert between scientific notation and standard notation.	X	1

**Chabot College  
Statement of Rationale**

**TO:** Curriculum Committee  
**FROM:** Humanities Language Arts Division  
**DATE:** 9/30/05  
**SUBJECT:** HUMN65 The American Style

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**A. PROPOSAL CONTENT (Please check all that apply)**

- |   |   |
|---|---|
| <input type="checkbox"/> Degree/Certificate***: New             |   |
| <input type="checkbox"/> Proposed New Course                    |   |
| <input checked="" type="checkbox"/> Revision of Existing Course |   |
| <input type="checkbox"/> Title Change                           | <input type="checkbox"/> Prerequisite/Co-requisite/Advisory<br>Addition, Deletion, Change |
| <input type="checkbox"/> Rubric Change*                         | <input type="checkbox"/> Catalog Description Change                                       |
| <input checked="" type="checkbox"/> Number Change*              | <input type="checkbox"/> Below-the-Catalog-Description<br>Change                          |
| <input type="checkbox"/> Hours/Units Change                     |   |
| <input type="checkbox"/> Minor Format Change                    |   |
| <input checked="" type="checkbox"/> Articulation Request        |   |
| <input type="checkbox"/> Request to Remove from Catalog         |   |
| <input type="checkbox"/> Other: Please specify                  |   |

**B. PROPOSAL RATIONALE**

**Program** – Provide justification for core units over 18. Please include learning goals in the justification.

**Course** - In a brief paragraph, please describe the need for the course,

- based on the service area of the college, and/or
- as part of the continuing program or as a new course, and/or
- for students' academic benefit, and/or
- as a baccalaureate level course, which has been designed for lower-division community college students. (If the course is offered primarily in the upper division at CSU or UC, please state below how it has been adapted to meet the needs of lower-division community college students.)

This number revision (from HUMN 10 to HUMN 65) is taking place within a disciplines-wide re-visioning process in which all of our courses are being revised or replaced. We are developing course sequences, in order to ensure that there are developmental learning experiences and content as students move through our courses. Our second level courses (60s) assume the entering student has few skills and are focused on developing both discipline-specific and academic competencies. This level course also moves the student's experiential horizon outward.

**C. GRADING OPTION: Letter Grade Only**

D. CONSULTATIONS: Consultations are *strongly recommended*; consultation on courses shared with LPC is required.\*

Consulted with colleagues in my discipline.

Date: 6-8/05

Consulted with colleagues in other disciplines/divisions.

List: \_\_\_\_\_

Date: 9/05

Consulted with LPC discipline colleagues.

Who? Sent to division

Result? \_\_\_\_\_

Date: 9/14/05

E. DIVISION DEAN INPUT (Please respond as applicable)

Has this new or revised course/program been through the division's curriculum approval process and formally approved by the division? Yes

When do you expect the new or revised course/program to be implemented? Fall 2006

Are there expected costs for new facilities, faculty, equipment, etc.? no What are the costs? \_\_\_\_\_ Has the college indicated an ability to meet new costs? \_\_\_\_\_

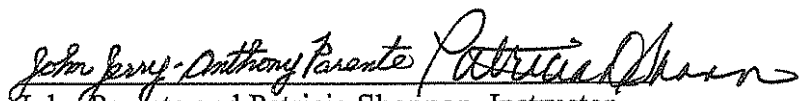
Can this course/program be accommodated within the discipline plan? Yes

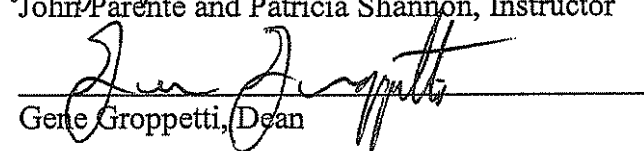
Are there other areas that need to be involved in the implementation, such as ITS, etc.? no

If so, who? \_\_\_\_\_

If this proposal requires state approval before the course/program can be implemented, will the submission to the state be ready to mail in one week after Curriculum Committee approval? Yes

Please include any additional relevant information below:

  
John Parente and Patricia Shannon, Instructor

  
Gene Groppetti, Dean

ABBREVIATED COURSE DESCRIPTION FOR THE CLASS SCHEDULE

HUMN65 The American Style

Humanities in the United States. Major works of literature, painting, sculpture, architecture, film, music, philosophy, science, religion, and political and social institutions. Particular attention to values and meanings that reflect the American cultural experience. ]

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\*Per the 2000 agreement with LPC, if one college initiates a change and the other college does not choose to make the change, the college initiating the change must either change the rubric for the discipline of the shared course outline or change the number of the course.

**Course Outline for Humanities 65  
THE AMERICAN STYLE**

**Catalog Description:**

65 - The American Style

3 units

Humanities of the United States. Major works of literature, painting, sculpture, architecture, films, music, philosophy, science, religion and political and social institutions. Particular attention to values and meanings that reflect the American cultural experience, specifically the crisscrossing dynamics of race, ethnicity, gender, religion and class in American society. 3 hours.

**Prerequisite Skills:**

None

**Expected Outcomes for Students:**

Upon completion of the course, the student should be able to:

1. describe the arts and letters;
2. distinguish what is primarily national within himself/herself from what is individual;
3. demonstrate a new or different understanding of both himself/herself and his/her country;
4. interpret and describe what makes specific works of the arts and letters "American."

**Course Content:**

1. Literature of the United States. Close examination and analysis of selected works of literature in the forms of the novel, lyric poetry and drama drawn from the 19th and 20th centuries.
2. Visual Arts of the United States. Analysis and appreciation of major works of painting, sculpture, architecture, etc., with the purpose of developing the tools for aesthetic and expressive appreciation of American art. Thirty-five millimeter slides will be used and will concentrate on works drawn from the 18th, 19th and 20th centuries.
3. Philosophy and science of the United States. Selected philosophical works from W. James, Emerson, John Dewey, and others will be examined and analyzed to develop a good understanding of how philosophical ideas shaped the American character and society.
4. Film and music of the United States. Films such as *Citizen Kane* and westerns will be viewed and discussed to determine how they reflect and symbolize American social and ethical values.
5. Political and social institutions of the United States. Documents such as the Declaration of Independence, the Bill of Rights and concepts such as the sovereignty of the people, public opinion, etc., will be closely examined to determine their meaning in the context of American society.
6. Across all disciplines mentioned, discussion and analysis of the incorporation of, impact on, and contributions of diverse racial/ethnic (e.g., African Americans, European Americans, Native Americans, Chicano/Latino Americans, Asian Americans, and Middle Eastern Americans), gender and socioeconomic groups.

**Methods of Presentation:**

1. Lecture, class inquiry, occasional papers
2. Discussion
3. Field trips

**Assignments and Methods of Evaluating Student Progress:**

1. Typical Assignments
  - a. In an essay, identify and differentiate forms and historical periods of literature
  - b. Using research, create a tape or give a speech in which you discuss the themes of an artist's work in relation to what is American about these themes and their aesthetic value
  - c. In a researched speech or essay, show how philosophical ideas shaped the American character and society

- d. In a research paper explain how film and music reflect and symbolize American social and ethical values
  - e. Maintain a newspaper clipping journal that illustrates the interaction of political and social institutions and the guiding documents (and concepts) of the U.S. A.
2. Methods of Evaluating Student Progress
- a. Research paper
  - b. Class participation
  - c. Assignments, quizzes, and examinations
  - d. Journals or audio- or videotape
  - e. Final examination

**Textbook(s) Typical:**

*Democracy in America*, Alexis de Tocqueville, Vintage, 2001.

**Special Student Material:**

None

OLD  
**Course Outline for Humanities 10**  
**THE AMERICAN STYLE**

**Catalog Description:**

10 - The American Style

3 units

Humanities of the United States. Major works of literature, painting, sculpture, architecture, films, music, philosophy, science, religion and political and social institutions. Particular attention to values and meanings that reflect the American cultural experience. 3 hours.

**Expected Outcomes for Students:**

Upon completion of the course, the student should:

1. have developed skills in reading and writing;
2. be better able to distinguish what is primarily national within himself/herself from what is individual;
3. be better equipped to reach personal goals by understanding both himself/herself and his/her country;
4. be more knowledgeable of how to be a better citizen.

**Course Content:**

1. Literature of the United States. Close examination and analysis of selected works of literature in the forms of the novel, lyric poetry and drama drawn from the 19th and 20th centuries
2. Visual Arts of the United States. Analysis and appreciation of major works of painting, sculpture, architecture, etc., with the purpose of developing the tools for aesthetic and expressive appreciation of American art. Thirty-five millimeter slides will be used and will concentrate on works drawn from the 18th, 19th and 20th centuries.
3. Philosophy and science of the United States. Selected philosophical works from W. James, Emerson, John Dewey, Santayana and others will be examined and analyzed to develop a good understanding of how philosophical ideas shaped the American character and society.
4. Film and music of the United States. Films such as *Citizen Kane* and westerns will be viewed and discussed to determine how they reflect and symbolize American social and ethical values.
5. Political and social institutions of the United States. Documents such as the Declaration of Independence, the Bill of Rights and concepts such as the sovereignty of the people, public opinion, etc., will be closely examined to determine their meaning in the context of American society.

**Methods of Presentation:**

1. Lecture, class inquiry, occasional papers
2. Discussion
3. Field trips

**Methods of Evaluating Student Progress:**

1. Paper
2. Class participation
3. Reading
4. Quizzes and examination

**Textbook(s) Typical:**

*Democracy in America*, Alexis de Tocqueville, Vintage

**Special Student Material:**

None



# Form #1 - AS Graduation Requirements - Associate in Science Propose changes for Effective 06-07 Fall, Sp. & Su

Before marking an "X" or a "✓" on the list below, please review Appendix C, Attachment A in Curriculum Handbook. The course(s) must meet the criteria.

New Course (not listed below) Rubric \_\_\_\_\_ Course # \_\_\_\_\_ Title \_\_\_\_\_ Units \_\_\_\_\_  
 Old Course (listed below) Rubric HUMN Course # 60 Title The American Style Units 3  
 Revised Course Rubric HUMN Course # 65 Title The American Style Units 3

<input type="checkbox"/> <b>A. Language &amp; Rationality</b> ENGL 1A, 52A or 70  <input type="checkbox"/> <b>A.2 Communication &amp; Analytical</b> BUS 14, 16, 31 CAS 8, 80, 91 CSCI 8, 10, 14, 15, 19A, 47A, 47B, 91, 92 ELEC 65, 91 Foreign Language 1A*, 1B* GEOG 20* HIST 5*, 12 INDT 74 LIBS 3 MCOM 6, 8, 32, 40 MATH 1, 2, 12, 20, 31, 32, 33, 35, 36, 37, 40, 43, 55, 55A, 55B, 65, 65B 65L PHIL 12 PSYC 5 SPCH 1, 2B, 10, 11*, 30, 40, 46 THEA 3, 25*  <input type="checkbox"/> <b>B. Natural Science</b> ANAT 1 ANTH 1*, 1L ASTR 1, 10, 20, 30 BIOL 2AB, 5, 10, 12, 20, 31, 50 BOTN 10 CHEM 1A, 8, 10, 30A, 30B, 31	<input type="checkbox"/> <b>B. Natural Science --cont'd.</b> ECOL 8, 10, 11, 12 GEOG 1*, 1L, 8, 20* GEOL 1A, 10, 10L, 12, 12L, 15 MICR 1 PHED 17 PSCI 15 PHYS 2A, 4A, 4B, 4C, 5, 11 PHSI 1 ZOO 10  <input checked="" type="checkbox"/> <b>C. Humanities</b> ARCH 2AB, 4AB, 8AB, 12, 14, 16, 20 ART 1, 2A, 3A, 4, 5, 6, 10, 16A, 17, 54, 67 CRAR 10 ENGL 12, 13, 16, 20, 21, 22, 32, 33 34, 38, 45, 47, 48 Foreign Language 2A FREN 1A*, 1B*, 2A GNST 30*, 31 HIST 1*, 2* HUMN 1, 3, 7, 10, 28, 30, 35, 40, 45 ITAL 1A*, 1B* JAPN 1A*, 1B* MUSL 1, 2ABCD, 3, 4 MUSP 12, 14, 43, 44, 45, 50 PHIL 1, 2, 4, 7, 25 PHOT 50, 67 RELS 1, 7, 11, 12, 30 SL 64, 65 SPAN 1A*, 1B*, 5, 2A SPCH 2A, 5	<input type="checkbox"/> <b>C. Humanities -- cont'd.</b> THEA 1A, 10, 12, 25*, 47, 48, 50  <input type="checkbox"/> <b>D. Social &amp; Behavioral Sciences</b> ADMJ 50, 60 ANTH 1*, 2, 3, 5, 8, 12 BUS 17, 36, 40 ECD 87 ECON 1, 2, 5, 10, 12 GEOG 1*, 2, 3, 5, 12 GNST 30*, 39 HLTH 8 HIST 1*, 2*, 5*, 7*, 8*, 12*, 19*, 20*, 21*, 22*, 25*, 27*, 44 MCOM 31 POLI 1*, 2*, 12*, 20*, 25*, 30*, 40* PSYC 1, 2, 3, 6, 8, 12, 18, 33, 45 PSCN 1, 4, 13 SOCI 1*, 2, 3, 4, 8, 10, 11, 30, 31, 32 SPCH 11*  *May be used to fulfill one area only unless stated otherwise.	<input type="checkbox"/> <b>E. Health or American Institutions &amp; PHED</b>  <input type="checkbox"/> <b>E. 1. Health Education or American Institutions:</b> HLTH 1, 4, PHED 18 or HIST 7*, 8*, 12*, 20*, 21*, 22*, 25*, 27* or POLI 1*, 2*  <input type="checkbox"/> <b>E.2. Physical Education</b> PHED 1, 2, 3, 4, 5, 6, 7, 12, 13, 13R, 14, 30-48, 50  <input checked="" type="checkbox"/> <b>American Cultures</b> ANTH 5 ENGL 32, 33 HIST 5, 7, 8, 12, 27 HUMN 10 PSCN 1, 13 SOCI 1, 3, 30 THEA 14  <input type="checkbox"/> <b>Math Proficiency</b> BUS 16 ELEC 65 INDT 74 MATH 1, 2, 20, 31, 32, 33, 35, 36, 37, 40, 43, 57, 55, 55A 55B, 65, 65B, 65L PSYC 5
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Before marking an "X" or a "✓" on the list below, please review Appendix C, Attachment A in Curriculum Handbook. The course(s) must meet the criteria.

New Course (not listed below) Rubric \_\_\_\_\_ Course # \_\_\_\_\_ Title \_\_\_\_\_ Units \_\_\_\_\_  
 Old Course (listed below) Rubric Human Course # 10 Title The American Style Units 3  
 Revised Course Rubric Human Course # 65 Title The American Style Units 3

<p><input type="checkbox"/> <b>A.1 Language &amp; Rationality</b></p> <p>Grp1: ENGL 1A, or 52A Grp2: ENGL 4, 7, 52B or 70</p> <p><input type="checkbox"/> <b>A.2 Communication and Analytical</b></p> <p>BUS 14, 16, 31 CAS 8, 80, 91 CSCI 8, 10, 14, 15, 19A, 47A, 47B, 91, 92 ELEC 65, 91 Foreign Language 1A, 1B GEOG 20 HIST 5*, 12 INDT 74 LIBS 3 MCOM 6, 8, 32, 40 MATH 1, 2, 12, 20, 31, 32, 33, 35, 36, 37, 40, 43, 54, 55, 55A, 55B, 65, 65B, 65L PHIL 12 PSYC 5 SPCH 1, 2B, 10, 11*, 30, 40, 46 THEA 3, 25*</p>	<p><input type="checkbox"/> <b>B. Natural Science</b> ---cont'd.</p> <p>ECOL 8, 10, 11, 12 GEOG 1*, 1L, 8, 20 GEOG 1A, 10, 10L, 12, 12L, 15 MICR 1 PHED 17 PSCI 15 PHYS 2A, 4A, 4B, 4C, 5, 11 PHSI 1 ZOO 10</p> <p><input checked="" type="checkbox"/> <b>C. Humanities</b></p> <p>ARCH 2AB, 4AB, 8AB, 12, 14, 16, 20 ART 1, 2A, 3A, 4, 5, 6, 10, 16A, 17, 54, 67 CRAR 10 ENGL 12, 13, 16, 20, 21, 22, 32, 33, 34, 38, 45, 47, 48 Foreign Language 2A FREN 1A* 1B*, 2A GNST 30*, 31 HIST 1*, 2* HUMN 1, 3, 7, 10, 28, 30, 35, 40, 45 ITAL 1A*, 1B* JAPN 1A*, 1B* MUSL 1, 2ABCD, 3, 4 MUSP 12, 14, 43, 44, 45, 50 PHIL 1, 2, 4, 7, 25 PHOT 50, 53A, 67 RELS 1, 7, 11, 12, 30 SL 64, 65 SPAN 1A*, 1B*, 5, 2A SPCH 2A, 5</p>	<p><input type="checkbox"/> <b>C. Humanities</b> - cont'd.</p> <p>THEA 1A, 10, 12, 25*, 47, 48, 50</p> <p><input type="checkbox"/> <b>D. Social &amp; Behavioral Sciences</b></p> <p>ADMJ 50, 60 ANTH 1*, 2, 3, 5, 8, 12 BUS 17, 36, 40 ECD 87 ECON 1, 2, 5, 10, 12 GEOG 1*, 2, 3, 5, 12 GNST 30*, 39 HLTH 8 HIST 1*, 2*, 5*, 7*, 8*, 12*, 19*, 20* 21*, 22*, 25*, 27*, 44 MCOM 31 POLI 1*, 2*, 12*, 20*, 25*, 30*, 40* PSYC 1, 2, 3, 6, 8, 12, 18, 33, 45 PSCN 1, 4, 13 SOCL 1, 2, 3, 4, 8, 10, 11, 30, 31, 32 SPCH 11*</p> <p><input type="checkbox"/> <b>E. Health &amp; Physical Education</b></p> <p>E. 1. Health Education <i>Option 1</i> HLTH 1, 4 or PHED 18 <i>Option 2: AA Nursing or DH</i></p> <p><input type="checkbox"/> E. 2. Physical Education PHED 1, 2, 3, 4, 5, 6, 7, 12, 13, 13R, 14, 30-48, 50</p>	<p><input checked="" type="checkbox"/> <b>American Cultures</b></p> <p>ANTH 5 ENGL 32, 33 HIST 5, 7, 8, 12, 27 HUMN 10 PSCN 1, 13 SOCL 1, 3, 30</p> <p><input type="checkbox"/> <b>Math Proficiency</b></p> <p>BUS 16 ELEC 65 INDT 74 MATH 1, 2, 20, 31, 32, 33, 35, 36, 37, 40, 43, 54, 54L, 55, 55A, 55B, 57, 65, 65B, 65L PSYC 5</p> <p><b>American Institutions</b> <u>One of the following combinations will satisfy this requirement.</u></p> <p>HIST 7* + Select ONE from the following: HIST 8*, 12, 21*, 25*, 27*, Poli 2*</p> <p><b>OR</b></p> <p>Poli 1* + Select ONE from the following: HIST 8*, 20*, 21*, 22*, 25*, 27* .....for a total of 6 units.</p> <p>*May be used to fulfill one area only unless stated otherwise.</p>
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**Form 7 - CSU A-Z Baccalaureate - Transfer Electi Courses Propose changes for effective 06-07, Fa p & Su.**

Before marking an "X" or a "v" on the list below, please review Appendix C, Attachment B-III in Curriculum Handbook. The course(s) must meet the criteria.

New Course (not listed below)      Rubric \_\_\_\_\_ Course # \_\_\_\_\_ Title \_\_\_\_\_ Units \_\_\_\_\_  
 Old Course (listed below)      Rubric Hum Course # 10 Title The American Style Units 3  
 Revised Course      Rubric Hum Course # 05 Title The American Style Units 3

Administrative Justice (ADMJ) 50,51,54,55,56,57,58,59,60 61,62,63,66,69,70,72,74,79,89	Ecology (ECOL) 8, 10, 11, 12, 29	Dance (DNC) 1,5,6
American Sign Language (ASL) 64, 65	Microbiology (MICR) 1	Dental Hygiene (DHYG) 51,52AB,54,55AB,56AB .57,58,60,61,69AB,71AB,73, 75 80AB,81AB 82AB,83
Anthropology (ANTH) 1, 1L, 2, 3, 5, 8, 12, 29	Physiology (PHYS) 1, 2, 2L	Design Technology (DSGN) 50, 52, 55, 61, 62AB, 65, 66AB
Architecture (ARCH) 2AB, 4AB, 8AB, 12, 14, 16, 21, 31AB, 32AB, 33, 62, 68	Zoology (ZOO) 1, 10	Digital Media (DGM) 34B, 35A, 35B, 36A, 36B
Art (ART) 1, 2AB, 3ABCD, 4, 5, 6, 7ABCD, 10, 11, 12ABCD, 13ABCD, 16ABCD, 17, 18, 19, 20, 21, 29, 31AB, 32AB, 33, 40, 43, 45, 47 48, 50, 52, 54, 55, 60, 61, 65, 67, 95, 96	Business (BUS) 1AB, 2, 3, 4, 5,6,7, 10, 12, 14, 15, 16, 17, 21, 22, 24, 26, 28, 31, 32, 34, 35, 36, 37, 40, 41, 81, 82, 95, 96	Early Childhood Development (ECD) 50, 51, 52, 55, 60, 61, 62, 63,64, 65, 67, 68, 69, 77, 78, 79, 83, 85, 87, 90, 95, 96
Astronomy (ASTR) 1, 10, 20, 29, 30, 40, 50	Chemistry (CHEM) 1AB, 5, 8, 10, 12AB, 29, 30AB, 31	Economy (ECON) 1, 2, 5, 10, 12, 29
Automotive Technology (ATEC) 50, 55, 61AB, 63AB 64AB, 65, 66, 70	Computer Application Systems (CAS) 8, 41, 50, 54AB, 55, 58, 60, 61, 70, 72ABCDEFHJKLMN, 80, 8488AB, 91,	Electronic & Computer Technology (ELEC) 60, 61, 62AB, 63,64ABC, 65, 67,68, 69, 70, 74AB, 75, 76, 78, 90, 91
Anatomy (ANAT) 1	Computer Science (CSCI) 7,8, 10, 11, 12, 13, 14, 15, 18ABCDEF, 19AB, 20, 20J, 21, 22, 27A, 29, 31, 40ABCD, 42, 44AB, 47ABC, 48ABC, 82, 91, 92, 93, 94	Engineering (ENGR) 10, 22, 25, 32, 36, 43, 45
Biology (BIOL) 2AB, 5, 10, 12, 20, 21, 25, 29, 31, 40, 50	Contemporary Studies 49	Engineering Technology (ENGT) 52, 60, 66,
Botany (BOTN) 10	Creative Arts (CRAR) 10	English (ENGL) 1A, 4, 7, 10, 11, 12, 13, 15, 16, 20, 29,34,70 Literature 20, 21, 22, 30, 32, 33, 34, 38, 45, 47, 48, 52AB
		Fire Technology (FT) 50, 51, 54, 55, 56, 64AB, 70AB, 71AB, 72,73ABC, 74, 75AB, 86, 90ABC, 91ABC, 95,

Foreign Language 1L French 1AB, 2AB, 29	Interior Design (INTD) 31AB, 32AB, 33, 50, 54, 62, 68	Physics (PHYS) 2AB, 4ABC, 5, 11, 18, 22AB, 25, 29
German (GRM) 1AB, 2AB	International Studies 7	Political Science (POLI) 1, 2, 12, 20, 25, 29, 30, 40
Italian (ITAL) 1AB, 29	Library Studies (LIBR) 1, 3	Psychology (PSYC) 1, 2, 3, 5, 6, 7, 8, 12, 18, 25, 29, 33, 43, 45
Japanese (JAPN) 1AB	Machine Tool Technology (MTT) 60AB, 65, 66, 70, 71AB	Psychology-Counseling (PSCN) 1, 2, 4, 7, 10, 10AB, 11, 12, 13, 14, 15, 16, 17, 18, 20, 21, 22, 25, 26, 28, 36, 37A, 37B, 39
Spanish (SPAN) 1AB, 2AB, 5, 29, 52	Mass Communication (MCOM) 1, 2, 3, 5, 6, 8, 15, 31, 32, 33AB, 34, 35, 38 39, 40, 71	Real Estate (REST) 80, 81AB, 82AB, 83, 84, 85, 86, 87
General Studies (GNST) 10, 11, 20, 30, 31, 39	Mathematics (MATH) 1, 2, 3, 4, 6, 8, 12, 15, 20, 25, 31, 32, 33, 35, 36, 37, 40, 43	Recreation & Rehabilitation Therapies (RECR) 67AB
Geography (GEOG) 1, 1L, 2, 3, 5, 8, 12, 20	Medical Assisting (MEDA) 70AB, 71AB, 73AB, 74, 75	Religious Studies (RELS) 1, 7, 11, 12, 29, 30
Geology (GEOL) 1AB, 10, 10L, 12, 12L, 15, 21	Music (MUSL) Literature, Theory & Musicianship 1, 2ABCD, 3, 4, 5, 6, 7, 11AB Performance (MUSP) 12, 14, 15, 18, 19, 29, 43, 44, 45, 46, 47, 50 Applied (MUSA) 20, 21AB, 22B, 30, 31, 32, 33, 34, 35 36, 37, 38, 42	Sociology (SOC) 1, 2, 3, 4, 8, 10, 11, 29, 30, 31, 32, 33, 63
Health (HLTH) 1, 2, 4, 8, 17, 50, 51AB, 53, 54, 60, 61 69, 70AB, 81, 83	Nursing (NURS) 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60ABC, 61, 64, 66, 69, 70, 73, 74	Special Studies Courses may be offered under any course title contained in the catalogue using the #99.
Health Information Technology (HIT) 50, 51, 52, 55, 56AB, 57AB, 65AB, 66AB	Nutrition (NUTR) 1, 2, 57, 58	Speech (SPCH) 1, 2AB, 3, 5, 10, 11, 29, 30, 40, 46, 48
History (HIST) 1, 2, 5, 7, 8, 12, 19, 20, 21, 22, 25, 27, 28, 29 44	Philosophy (PHIL) 1, 2, 4, 7, 12, 25, 29	Theater Arts (THEA) 1, 2, 3, 5, 10, 11, 12, 14, 16, 25, 29, 30, 40 42, 43, 44, 47, 48, 50
Humanities (HUMN) 1, 3, 7, 10, 28, 29, 30, 35, 40, 45	Photography (PHOT) 31AB, 32AB, 33, 50, 51, 52, 53AB, 55, 60, 61, 62 64AB, 65, 66, 67, 68, 71	Tutoring (TUTR) 15, 29, 51
Independent Study 29	Physical Education (PHED) 1, 2, 3, 4, 5, 6, 7, 8, 12, 13, 13R, 14, 15, 16, 17, 18, 20, 22, 23, 25, 26, 27, 28, 28L, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 41, 42, 43, 44, 45, 46, 47, 48, 50, 57, 58, 60, 61	Welding Technology (WELD) 63, 64A, 64B, 65A, 65B, 66, 70, 71
Industrial Technology (INDT) 61, 74	Physical Science (PSCI) 15	Work Experience (WESP) 95, 96
Interdisciplinary Studies in Letters & Science (ISLS) 1ABC		

Before marking an "X" or a "✓" on the list below, please review Appendix C, Attachment C in Curriculum Handbook. The course(s) must meet the criteria.

<input type="checkbox"/>	New Course (not listed below)	Rubric	Course #	Title	Units
<input checked="" type="checkbox"/>	Old Course (listed below)	Rubric	Course # <u>10</u>	Title <u>The American Style</u>	Units
<input checked="" type="checkbox"/>	Revised Course	Rubric	Course # <u>65</u>	Title <u>The American Style</u>	Units

<p><b>A. <u>Communication in the English Language and Critical Thinking</u></b></p> <p><input type="checkbox"/> A1 SPCH 1, 30, 46</p> <p><input type="checkbox"/> A2 ENGL 1A</p> <p><input type="checkbox"/> A3 ENGL 4, 7, HIST 5, MATH 12/PHIL 12, SPCH 46</p> <p><b>B. <u>The Physical &amp; Life Science &amp; Math</u></b></p> <p><input type="checkbox"/> B1 Physical Sciences</p> <p>ASTR 1, 10, 20, 30</p> <p>CHEM 1A, 1B, 8, 10, 12AB, 30AB, 31</p> <p>GEOG 1, 1L, 8</p> <p>GEOG 1A, 1B, 10, 10L, 12, 12L, 21</p> <p>PHYS 2A, 2B, 4A, 4B, 11</p> <p>PSCI 15</p> <p>PSYC 2</p> <p><input type="checkbox"/> B2 <u>Life Science</u></p> <p>ANAT 1</p> <p>ANTH 1, 1L</p> <p>BIOL 2A, 2B, 5, 10, 12, 20, 25, 31, 40, 50</p> <p>BOTN 10</p> <p>ECOL 8, 10, 11</p> <p>MICR 1</p> <p>PHYS 1</p> <p>ZOOL 10</p> <p><input type="checkbox"/> B3 <u>Lab Science Requirement</u></p> <p>Any underline number satisfies this requirement.</p> <p><input type="checkbox"/> B4 <u>Mathematics</u></p> <p>MATH 1, 2, 3, 4, 6, 8, 20, 31, 32, 33, 35, 36, 37, 40, 43</p>	<p><b>C. <u>Arts, Literature, Philosophy &amp; Foreign Languages</u></b></p> <p><input type="checkbox"/> C1 Arts (Art Dance, Music, Theatre)</p> <p>ARCH 14, 20</p> <p>ART 1, 2A, 3A, 4, 5, 6, 10, 11, 16A, 17, 20, 67</p> <p>CRAR 10</p> <p>MUSL 1, 3, 4, 6, 12, 44, 45</p> <p>PHOT 67</p> <p>THEA 1A, 5, 10, 11, 12, 16, 25, 40</p> <p>WELD 71</p> <p><input type="checkbox"/> C2 <u>Humanities (Literature, Philosophy)</u></p> <p>Foreign Languages</p> <p>ENGL 12, 13, 20, 21, 22, 30, 32, 38, 45, 47, 48,</p> <p>FREN 1A, 1B, 2A, 2B</p> <p>GNST 31</p> <p>GRMN 2A, 2B</p> <p>HIST 1, 2</p> <p>HUMN 1, 3, 7, 10, 28, 30, 35, 40, 45</p> <p>ITAL 1B</p> <p>PHIL 1, 2, 4, 7, 25</p> <p>RELS 1, 7, 11, 12, 30</p> <p>SL 64, 65</p> <p>SPAN 1A, 1B, 5, 2A</p> <p>SPCH 2A, 5</p>	<p><input type="checkbox"/> D. <u>Human Social, Political and And Economic Institutions and Behavior</u></p> <p><input type="checkbox"/> D1 Anthropology &amp; Archaeology</p> <p>ANTH 1, 2, 3, 5, 8, 12</p> <p><input type="checkbox"/> D2 Economics</p> <p>ECON 1, 2, 5, 10, 12</p> <p><input type="checkbox"/> D3 Ethnic Studies</p> <p>ANTH 5, 8, 12</p> <p>ENGL 21, 22</p> <p>PSCN 4</p> <p>HIST 19, 20, 21, 22, 25, 26</p> <p>SOCI 3, 10</p> <p><input type="checkbox"/> D4 Gender Studies</p> <p>ENGL 33</p> <p>GNST 31</p> <p>HIST 27</p> <p>SOCI 11</p> <p><input type="checkbox"/> D5 Geography</p> <p>GEOG 2, 3, 5, 12, 20</p> <p><input type="checkbox"/> D6 History</p> <p>HIST 1, 2, 7, 8, 12, 19, 20, 21, 22, 25, 27, 44</p> <p><input type="checkbox"/> D7 Interdisciplinary Social or Behavioral Science</p> <p>BUS 17, 36</p> <p>CAS 50</p> <p>ECD 67</p> <p>MCOM 5</p> <p>PSCN 1, 13</p> <p>SOCI 33</p> <p>SPCH 11</p> <p><input type="checkbox"/> D8 Political Science, Govt. &amp; Legal Legislation</p> <p>ADMJ 60</p> <p>POLI 1, 12, 20, 25, 30, 40</p> <p><input type="checkbox"/> D9 Psychology</p> <p>PSYC 1, 2, 3, 4, 6, 33, 43, 44, 50</p>	<p><input type="checkbox"/> D10 Sociology and Criminology</p> <p>ADMJ 50</p> <p>SOCI 1, 2, 3, 4, 11, 30, 31, 32</p> <p><input type="checkbox"/> E. <u>Understanding and Self Development</u></p> <p>ECOL 12</p> <p>GNST 20</p> <p>HLTH 1, 2, 4, 8</p> <p>NUTR 1</p> <p>PHED 15, 18</p> <p>PSYC 8, 12, 45</p> <p>PSCN 10, 11, 16, 20</p> <p>SOCI 8, 30, 31, 33</p> <p>SPCH 10</p> <p>PHED Activity:</p> <p>1, 2, 3, 5, 7, 12, 13, 13R, 14, 17, 20, 25, 26, 27, 30, 31-39, 41-48, 50 (limit 2 units).</p> <p>U.S. History, Constitutions/American Ideals Requirement:</p> <p><b><u>One of the following combinations will satisfy this requirement.</u></b></p> <p>HIST 7* + Select ONE from the following:</p> <p>HIST 8*, 12, 21* 25*, 27*, Poli 2*</p> <p><b>OR</b></p> <p>Poli 1* + Select ONE from the following:</p> <p>HIST 8*, 20*, 21*, 22*, 25*, 27* ..... for a total of 6 units.</p> <p>*Courses May be counted in area D.</p>
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**Form #4 UU Transfer Elective Courses – Proposals for Changes for effective 06-07, Fall, Spring & Summer**

Before marking an "X" or a "✓" on the list below, please review Appendix C, Attachment D in faculty handbook. The course(s) must meet the criteria.

- New Course (not listed below) Rubric \_\_\_\_\_ Course# \_\_\_\_\_ Title \_\_\_\_\_ Units \_\_\_\_\_
- Old Course (listed below) Rubric Hum 10 Course# 10 Title The American Style Units 3
- Revised Course Rubric Hum 10 Course# 105 Title The American Style Units \_\_\_\_\_

The UC Systems determines the transferability of the courses we submit for consideration. If your course appears on the back of the list and you are only addressing technical changes such as changes to the following: title, units, delivery format, renumbering of course, changing prefix please fill out the form. If there are substantive changes (course content) to the course you are proposing to have revised, please know that the course will be considered for a resubmit. UC committee will determine whether the course is still eligible.

Check one of the following:

This course is comparable to one offered at the lower-division level on any of The University of California campuses. (Note: Courses with 3 digit numbers usually are Upper Division courses). In order for a course to be considered to meet UC IGETC requirements, the course first has to be approved by the UC system as UC transferable.

Please list:

UC Campus name where course is taught \_\_\_\_\_

Course Title \_\_\_\_\_ Lower Division - Course Number \_\_\_\_\_

If there is no equivalency to any offered at UC, it must be appropriate for a University degree in terms of its purpose, scope, and depth. Please provide a rationale below:

**Form #4 UC Transfer Elective Courses – Propo** **anges for effective 06-07, Fall, Spring & Summer**

ADMJ 50, 56, 60, 62, 70	ECOL 8, 10, 11, 12	CREA 10	GNST 30, 31	MATH 1,2,3,4,6,8,12, 20,31,32,33,35 40,43	PHYS 15
ASL American Sign Lang. 64, 65	MICRO 1	DANC 1, 5, 6	GEOL 1AB, 10, 10L, 12, 12L, 15, 21	MUSApplied 20,21AB,22A*,22B*, 23AB,30,31,32, 33,34,35,36,37, 38,42 *UC Pending Approval	POLI 1,2,20,25,30,40,45
ANTH 1, 1L, 2, 3, 5, 8, 12	PHSI 1	ECD 51, 52	HLTH 1, 2, 4, 8	MUSLiterature 1,2ABCD, 4,5,6,7,8AB, 10AB, 11AB	PSYC 1,2,3,4,6,8,18,33,43
ART 1, 2AB, 3ABCD, 4, 5, 7ABCD, 10, 11, 12ABCD, 13ABCD, 16ABCD, 17, 18, 20, 23, 50, 67* (PHOT 67)	ZOOL 1AB, 10, 12	ECON 1, 2, 5, 10	HIST 1, 2, 5, 7, 8, 12, 19, 20 21, 22, 25, 27, 28, 44	MUSPerformance 12,14,15,17,18,19,43,44,45, 46,47, 50	PSCN *2, 4, 13 *Pending UC approval
ASTR 1, 10, 20, 30	CHEM 1AB, 5, 8, 10, 12AB, 30AB, 31	ENGR 10, 20, 21, 31, 35, 44, 45	HUMN 1, 3, 7, 10, 28, 30, 35, 40, 45	NUTR 1	RLST 1,7,11,12,30
BIOLOGICAL Sciences	COLL 9	ENGL 1A, 4, 7, 20, 21, 22, 30, 32, 33 38, 45, 47, 48	IND ST 29, 38	PHIL 1, 2, 4, 7, 12, 25	SOCI 1,2,3,4,8,10,11,30
ANAT 1	CAS 80, 8	Foreign Languages FREN1AB,2AB GERM1AB,2AB ITAL 1AB,2AB	ISLS 1A: Math 12, Hum 28, Phil, Poli 1B: Engl 1A, Hist 1, Poli, 25, Anth 1 1C: Engl 4, Crea 10, Hist 2, Astr 10 30, or Anth 1L	PHOT 50, 60, 67	SPCH 1,2AB,3,5,10,11,46
BIOL 1, 2AB, 5, 10, 20 21, 31, 50	CSCI *7,8, 10, 11, 14, 15, 19A, 20, 20J, 21, 22 *UC pending approval	Foreign Languages JAPN 1AB RUSS 1AB SPAN 1AB, 2AB	LIBS 1	PHED—Theory 17, 18, 23, 25, 26, 27	THEA 1AB, 3, 10, 11, 12, 14, 25, 30, 39, 40, 42, 43, 44, 45, 47, 48,50
BOTN 10	Contemporary Studies 49	GEOG 1, 1L, 2, 3, 5, 8, 12, 20	MASS 5	PHED-Activity 1,2,3,5,7,13,13R, 14, 30-48,50	Zoology –Listed under Biological Sciences

**Form #5 IGETC – Propose changes – effective 06-07, Fall, Spring & Summer**

Before marking an "X" or a "✓" on the list below, please review Appendix C, Attachment D in faculty handbook. The course(s) must meet the criteria.

New Course (not listed below) Rubric HUM Course# 65 Title The American Style Units 3

Old Course (listed below) Rubric \_\_\_\_\_ Course# \_\_\_\_\_ Title \_\_\_\_\_ Units \_\_\_\_\_

Revised Course Rubric \_\_\_\_\_ Course# \_\_\_\_\_ Title \_\_\_\_\_ Units \_\_\_\_\_

<p><b>Area 1 - ENGLISH COMMUNICATION</b></p> <p><input type="checkbox"/> Group A: English Composition English 1A</p> <p><input type="checkbox"/> Group B: Critical Thinking English 4 or 7</p> <p><input type="checkbox"/> Group C: Oral Communication Speech 1 or 46</p>	<p><b>Area 3 – ARTS &amp; HUMANITIES</b></p> <p><input type="checkbox"/> ARTS: Art 1, 4, 5, 67 Creative Arts 10 Music 1 Photography 67 Theater Arts 10, 11, 12</p> <p><input checked="" type="checkbox"/> HUMANITIES: English 20, 21, 22, 30, 32, 33 45, 46, 47 Foreign Language 2A, 2B General Studies 31 History 1, 2 Humanities 28, 30, 35, 45 Philosophy 1, 2, 4, 25 Religious Studies 1, 3, 7, 11, 12, 30</p>	<p><b>Area 5A – PHYSICAL AND BIOLOGICAL SCIENCES</b></p> <p><input type="checkbox"/> Astronomy 1, 10, 20, 30 Chemistry 1A, 1B, 5, 8, 10, 12A, 12B, 30A, 30B, 31 Geography 1, 1L, 8 Geology 1A, 1B, 10, 10L, 12, 12L, 21 Physics 2A, 2B, 4A, 4B, 4C, 11</p> <p><b>Area 5B – Biological Sciences</b></p> <p><input type="checkbox"/> Anatomy 1 Anthropology 1, 1L Biology 2A, 2B, 5, 10, 20, 25, 31, 50 Botany 10 Ecology 8, 10, 11 Microbiology 1 Physiology 1 Zoology 10</p>
<p><b>Area 2 - MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING</b></p> <p><input type="checkbox"/> Math 1, 2, 3, 4, 6, 8, 20, 31, 32, 33, 35, 40, 43</p>	<p><b>Area 4 – SOCIAL AND BEHAVIORAL SCIENCES</b></p> <p><input type="checkbox"/> Anthropology 1, 2, 3, 5, 8, 12 Economics 1, 2, 5, 10 Geography 2, 3, 5, 12 History 1, 2, 7, 8, 12, 19, 20, 21, 22, 25, 27, 44, 45 Political Science 1, 2, 20, 25, 30, 40 Psychology 1, 2, 3, 6, 18, 33, 43 Psychology-Counseling 4, 13 Sociology 1, 2, 3, 4, 10, 11, 30</p>	<p><b>**CSU Graduation Requirement American Institutions</b> <u>One of the following combinations will satisfy this requirement.</u></p> <p>HIST 7* + Select ONE from the following: HIST 8*, 12, 21*, 25*, 27*, Poli 2* OR Poli 1* + Select ONE from the following: HIST 8*, 20*, 21*, 22*, 25*, 27* .....for a total of 6 units.</p>



## Statement of Rationale

**TO:** Curriculum Committee  
**FROM:** Social Science Division  
**DATE:** October 2, 2003  
**SUBJECT:** AA Degree In Geography

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**A. Proposal Content:** Please check all that apply

- |   |   |
|---|---|
| <input type="checkbox"/> Proposed New Course        | <input type="checkbox"/> Revision of Existing Course                                      |
| <input type="checkbox"/> DE Format                  | <input type="checkbox"/> Prerequisite/Co-requisite/Advisory<br>Addition, Deletion, Change |
| <input type="checkbox"/> Catalog Description Change | <input type="checkbox"/> Hours/Units Change   |
| <input type="checkbox"/> Rubric Change*             | <input type="checkbox"/> Number Change  |
| <input type="checkbox"/> Title Change               | <input type="checkbox"/> Below-the-Catalog-Description Change                             |
| <input type="checkbox"/> Minor Format Change        | <input type="checkbox"/> Request to Remove from Catalog                                   |
| <input type="checkbox"/> AA/AS GE Placement         | <input type="checkbox"/> Articulation Request   |

Other: Please specify New degree program: AA-GEOGRAPHY

**B. Grading Option:** Please check one n/a

- Letter Grade Only       CR/NC Only       LG or CR/NC

**C. Consultations:** Consultations are *strongly recommended*; consultation on courses shared with LPC is required. (If LPC does not agree with a change to a shared course, options include changing the rubric of the discipline, or changing the course number.)\*

- Consulted with colleagues in my discipline.      Date: 9-30-03
- Consulted with colleagues in other disciplines/divisions.  
List: Susan Tong, SALLY JAMAKNE      Date: 9/30/03
- Consulted with LPC discipline colleagues.  
Who? Richard Solomon  
Result? concur      Date: 9-26-03

**D. Proposal Rationale**

This proposal is being presented because there is a demonstrated need:

- based on the service area of the college, and/or  
 as part of the continuing program or as a new course, and/or  
 for students' academic benefit, and/or  
 for this baccalaureate level course, which has been designed for lower-division community college students. (If the course is offered primarily in the upper division at CSU or UC, please state below how it has been adapted to meet the needs of lower-division community college students.)

Please briefly elaborate on the checked demonstrated need(s):

NOTE: (SEE ATTACHMENT)

**Please briefly elaborate on the checked demonstrated need(s):**

Chabot students often transfer to CSU-Hayward or other CSU and UC campuses where a B.A. or B.S. in geography is attainable. These university programs in geography today have elevated expectations for students with junior-year standing. Upper division students must have acquired not only knowledge of the principles of physical and cultural processes in the global environment, but also some basic skills in the technologies of environmental data gathering. The information age has brought forward Geographic Information Systems (GIS), Global Positioning Systems (GPS), satellite imaging, and Internet technology for use in analysis of the spatial behavior of consumers and enterprises. The demand for college graduates with analytical geographic skills has grown significantly in the last two decades. Geography is both a natural science and social science discipline that links human behavior, culture, and the natural environment to present a synthetic viewpoint about human habitats, society, and ecology. The course sequence for the AA degree in geography will offer the student the full range of perspectives on geography's view of the environment, both physical and cultural, with an introductory understanding of modern research and observation methods.

As one of the largest metropolitan areas in the U.S., the Bay Area has a number of organizations engaged in studies of the environment and the interaction of human behavior and the landscape. Within Chabot's service area, a number of private and governmental enterprises exist that employ professionals with geographic analysis skills that are valuable in the fields of urban planning, land use inventory and regulation, hi-tech data acquisition, and consumer market area research. Geography students at Chabot during recent academic years have included professionals from the City of Hayward Planning Department, Alameda County Government, Caltrans, the City of Newark, the California Fire Service, and similar public service agencies.

E.

**Division Dean Input**

Please respond as applicable:

Has this new or revised course/program been through the division's curriculum approval process and formally approved by the division? yes

When do you expect the new or revised course/program to be implemented? Fall 2004

Are there expected costs for new facilities, faculty, equipment, etc.? No What are the costs?  
\_\_\_\_\_ Has the college indicated an ability to meet new costs?

Are there other areas that need to be involved in the implementation, such as ITS, etc.? No

If so, who? \_\_\_\_\_

Please include any additional relevant information below:

  
\_\_\_\_\_  
Donald Plondke, Instructor

  
\_\_\_\_\_  
Marge Maloney, Dean Division of Social Sciences

NEW

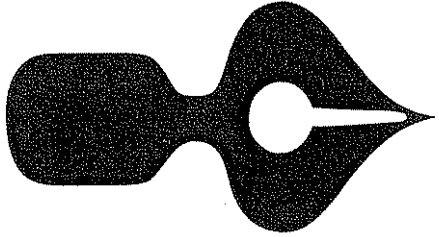
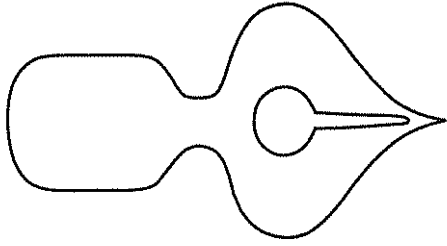
GEOGRAPHY  
ASSOCIATE IN ARTS DEGREE  
PENDING STATE APPROVAL

DEGREE  
AA – GEOGRAPHY

Chabot College offers an Associate in Arts Degree in Geography to introduce students to principles, theory, and applied methods of spatial analysis in studying both the natural and human environment. The program in Geography is designed to develop the student's awareness of human-environment relationships and changes in the landscape induced by human activities. Geographers pursue careers in many diverse fields, including environmental conservation, land use planning, global change research, teaching, and applications of geographic information systems.

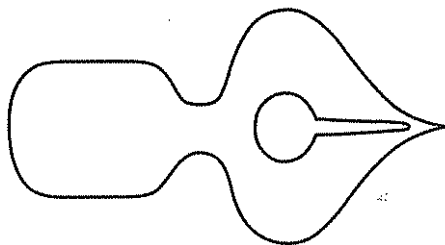
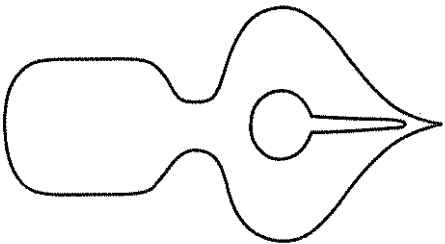
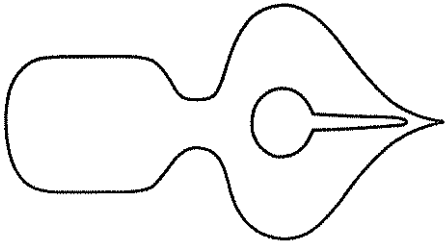
GEOGRAPHY  
ASSOCIATE IN ARTS DEGREE

FRESHMAN YEAR	FALL	SPRING
Geography 1 (Introduction to Physical Geography).....	3	
Geography 1L (Introduction to Physical Geography Geography Laboratory).....		1
Geography 5 (World Regional Geography).....		3
 SOPHOMORE YEAR	 FALL	 SPRING
Geography 2 (Cultural Geography).....	3	
Geography 8 (Introduction to Weather and Climate).....		3
Geography 20 (Introduction to Geographic Information Systems).....		3
Select from the following for an additional 3-4 units.....		3-4
Geography 3 (Economic Geography)		
Geography 11 (Geography of the San Francisco Bay Area)		
Geography 12 (Geography of California)		
Geology 1A (Physical Geology) [4 units]		
Geology 10 (Introduction to Geology)		
Geology 12 (Introduction to Oceanography)		
Anthropology 3 (Social/Cultural Anthropology)		
Economics 1 (Principles of Microeconomics)		
 <b>Total.....</b>		<b>19-20</b>
 General Education Courses For specific General Education courses refer to catalog section on Graduation Requirements		
<b>Total minimum units required.....</b>		<b>60</b>



## **APPENDIX B:**

**ESTABLISHING PREREQUISITES,  
COREQUISITES & ADVISORIES**



## PROCEDURES FOR ESTABLISHING (OR MAINTAINING) COURSE PREREQUISITES/COREQUISITES\* AND SKILLS ADVISORIES

1. Review the requirements and content of the "target" course to determine the entering skill competencies needed for students to be successful in the course.
  
2. Examine the exit skill competencies of possible pre/co/advisory requisite courses in order to identify a significant degree of curricular alignment between the target course and the desired pre/co/advisory requisite course(s).

Note:

Math and English advisory skills have been identified for several different course (skill) levels. These specific Math/English level advisory skills can be used to establish (or maintain) skills advisories for courses in other disciplines.

3. Complete content review skills analysis matrix using the appropriate standardized content review form.  

Form A: Pre/Co/Advisory Requisite Course  
Form B: Math or English Skills Level Advisory
  
4. Revise course outline to include:
  - a) Appropriate catalog description pre/co/advisory requisite statement.
  - b) Pre/Co/Advisory requisite skills section immediately following catalog description which will indicate specific skills identified through content review process.
  
5. Submit content review form (skills analysis matrix) and revised course outline to curriculum committee for approval.

**\*Important Note:**

Certain types of prerequisites/corequisites require additional justification and/or levels of scrutiny (research/data collection/analysis) which must be documented. Review the guidelines booklet (contains all necessary forms) concerning establishing (or maintaining) pre/co/advisory requisites which is available from your area chair or curriculum committee representative.

<b>CONTENT REVIEW FORM A PREREQUISITE COURSE</b>
--

**TARGET COURSE:** \_\_\_\_\_

**PREREQUISITE COURSE:** \_\_\_\_\_

**Instructions:**

1. List exit competencies (skills) from Prerequisite Course. These skills are listed in the "Expected Outcomes for Students" section of the course outline of record ("Upon completion of the course the student should be able to...").
2. Indicate which of the listed exit competencies (skills) are necessary "entering skills" probably needed for success in the target course. Mark with an "X" each needed skill.
3. Indicate the degree of importance of each needed entering skill for course success using the following rating scale: 1 = Critical 2 = Very Helpful 3 = Desirable

**SKILLS ANALYSIS**

<b>Exit Skills Prerequisite Course:</b>	<b>Entering Skills Needed for Success Target Course</b>	<b>Degree of Importance</b>
---	---	---------------------------------

<b>CONTENT REVIEW FORM A</b> <b>COREQUISITE COURSE (REQUIRED CONCURRENT ENROLLMENT)</b>
--

**TARGET COURSE:** \_\_\_\_\_

**COREQUISITE COURSE:** \_\_\_\_\_

**Instructions:**

1. List exit competencies (skills) that will be developed in the Corequisite Course. These skills are listed in the "Expected Outcomes for Students" section of the course outline of record ("Upon completion of the course the student should be able to...").
2. Indicate which of the listed competencies (skills) are necessary "concurrent enrollment skills" that should be developed in conjunction with completion of the target course. Mark with an "X" each needed skill.
3. Indicate the degree of importance of each identified concurrent enrollment skill related to the target course using the following rating scale: 1 = Critical 2 = Very Helpful 3 = Desirable

**SKILLS ANALYSIS**

<b>Concurrent Enrollment Skills Corequisite Course:</b>	<b>Concurrent Enrollment Skills Needed for Target Course</b>	<b>Degree of Importance</b>



<b>CONTENT REVIEW FORM A</b> <b>ADVISORY REQUISITE COURSE</b>
--

**TARGET COURSE:** \_\_\_\_\_

**ADVISORY REQUISITE COURSE:** \_\_\_\_\_

**Instructions:**

1. List exit competencies (skills) from Advisory Requisite Course. These skills are listed in the "Expected Outcomes for Students" section of the course outline of record ("Upon completion of the course the student should be able to...").
2. Indicate which of the listed exit competencies (skills) are necessary "entering skills" probably needed for success in the target course. Mark with an "X" each needed skill.
3. Indicate the degree of importance of each needed entering skill for course success using the following rating scale: 1 = Critical 2 = Very Helpful 3 = Desirable

**SKILLS ANALYSIS**

Exit Skills Advisory Requisite Course:	Entering Skills Needed for Success Target Course	Degree of Importance

<b>CONTENT REVIEW FORM B</b> <b>CHABOT COLLEGE ENGLISH SKILLS LEVEL ADVISORY</b>
---

**TARGET COURSE:** \_\_\_\_\_

**SKILLS LEVEL ADVISORY:** Eligibility for English 101B

**Instructions:**

1. The specific skills which have been identified for the advisory skills level "Eligibility for English 101B" are listed below. These skills are determined from the "Advisory Skills" charts developed by the English faculty.
2. Indicate which of the advisory skills listed below are necessary "entering skills" probably needed for success in the target course. Mark with an "X" each needed skill.
3. Indicate the degree of importance of each needed entering skill for course success using the following rating scale: 1 = Critical 2 = Very Helpful 3 = Desirable

**SKILLS ANALYSIS**

English Level Advisory Skills: Eligibility for English 101B:	Entering Skills Needed for Success Target Course	Degree of Importance
---	--	-------------------------

Reading Skills:

1. read and apply active reading strategies
2. read and comprehend for a variety of academic purposes

Writing Skills:

1. generate ideas based on reading
2. organize writing around a central idea using relevant evidence for support
3. generate a variety of sentences largely free of mechanical and grammatical errors
4. summarize texts

<b>CONTENT REVIEW FORM B</b> <b>CHABOT COLLEGE ENGLISH SKILLS LEVEL ADVISORY</b>
---

**TARGET COURSE:** \_\_\_\_\_

**SKILLS LEVEL ADVISORY:** Eligibility for English 1A

**Instructions:**

1. The specific skills which have been identified for the advisory skills level "Eligibility for English 1A" are listed below. These skills are determined from the "Advisory Skills" charts developed by the English faculty.
2. Indicate which of the advisory skills listed below are necessary "entering skills" probably needed for success in the target course. Mark with an "X" each needed skill.
3. Indicate the degree of importance of each needed entering skill for course success using the following rating scale: 1 = Critical 2 = Very Helpful 3 = Desirable

**SKILLS ANALYSIS**

English Level Advisory Skills: Eligibility for English 1A:	Entering Skills Needed for Success Target Course	Degree of Importance
---	--	-------------------------

Reading Skills:

1. read actively, annotating and paraphrasing the text
2. summarize accurately
3. evaluate evidence for relevance to one's purpose
4. distinguish between facts, opinions, assumptions, and inferences

Writing Skills:

1. generate ideas for writing based on the readings and lectures
2. organize information around a central idea
3. select and present relevant evidence to support a thesis or proposition
4. create a focused thesis statement
5. write a variety of sentences generally free of gross mechanical and grammatical errors
6. revise written work
7. identify errors in basic sentence structure, when proofreading

<b>CONTENT REVIEW FORM B</b> <b>CHABOT COLLEGE ENGLISH SKILLS LEVEL ADVISORY</b>
---

TARGET COURSE: \_\_\_\_\_

SKILLS LEVEL ADVISORY: Completion of English 1A (grade of "C" or higher)

**Instructions:**

1. The specific skills which have been identified for the advisory skills level "Completion of English 1A" are listed below. These skills are determined from the "Advisory Skills" charts developed by the English faculty.
2. Indicate which of the advisory skills listed below are necessary "entering skills" probably needed for success in the target course. Mark with an "X" each needed skill.
3. Indicate the degree of importance of each needed entering skill for course success using the following rating scale: 1 = Critical 2 = Very Helpful 3 = Desirable

**SKILLS ANALYSIS**

English Level Advisory Skills: Completion of English 1A:	Entering Skills Needed for Success Target Course	Degree of Importance
---	--	-------------------------

Reading Skills:

1. analyze both short and book-length works and other media for structure, purpose, audience, and effectiveness of argument
2. see relationships between ideas under discussion
3. read, summarize, synthesize and critically analyze works from a variety of contexts

Writing Skills:

1. define a line of inquiry
2. develop a focused thesis
3. select relevant evidence and present it persuasively
4. anticipate an audience's needs and assumptions
5. organize material coherently and clearly for a specific purpose
6. separate fact, inference, and judgment
7. use inductive and deductive reasoning
8. use appropriate diction, style and tone
9. conduct focused research
10. gather, evaluate and incorporate outside sources

<b>CONTENT REVIEW FORM B</b> <b>CHABOT COLLEGE MATH SKILLS LEVEL ADVISORY</b>
--

**TARGET COURSE:** \_\_\_\_\_

**SKILLS LEVEL ADVISORY:** Eligibility for Math 65

**Instructions:**

1. The specific skills which have been identified for the advisory skills level "Eligibility for Math 65" are listed below. These skills are determined from the "Advisory Skills" charts developed by the Math faculty.
2. Indicate which of the advisory skills listed below are necessary "entering skills" probably needed for success in the target course. Mark with an "X" each needed skill.
3. Indicate the degree of importance of each needed entering skill for course success using the following rating scale: 1 = Critical 2 = Very Helpful 3 = Desirable

**SKILLS ANALYSIS**

Math Level Advisory Skills: Eligibility for Math 65:	Entering Skills Needed for Success Target Course	Degree of Importance
---	--	-------------------------

Math Skills:

1. add, subtract, multiply, and divide fractions
2. add, subtract, multiply, and divide decimals
3. convert from fractions to decimals to percents and vice verse
4. work applications using fractions, decimals, and percents
5. compute perimeters and areas of squares, rectangles, triangles, and circles
6. compute length, area, volume, mass, and temperature in both English and metric units

<b>CONTENT REVIEW FORM B</b> <b>CHABOT COLLEGE MATH SKILLS LEVEL ADVISORY</b>
--

TARGET COURSE: \_\_\_\_\_

SKILLS LEVEL ADVISORY: Eligibility for Math 55

**Instructions:**

1. The specific skills which have been identified for the advisory skills level "Eligibility for Math 55" are listed below. These skills are determined from the "Advisory Skills" charts developed by the Math faculty.
2. Indicate which of the advisory skills listed below are necessary "entering skills" probably needed for success in the target course. Mark with an "X" each needed skill.
3. Indicate the degree of importance of each needed entering skill for course success using the following rating scale: 1 = Critical 2 = Very Helpful 3 = Desirable

**SKILLS ANALYSIS**

Math Level Advisory Skills: Eligibility for Math 55:	Entering Skills Needed for Success Target Course	Degree of Importance
---	--	-------------------------

Math Skills:

1. add, subtract, multiply, and divide polynomials
2. solve linear equations
3. solve linear inequalities
4. graph linear equations
5. graph linear inequalities
6. factor quadratic polynomials
7. add, subtract, multiply, and divide algebraic functions
8. solve quadratic equations with real roots

<b>CONTENT REVIEW FORM B</b> <b>CHABOT COLLEGE MATH SKILLS LEVEL ADVISORY</b>
--

**TARGET COURSE:** \_\_\_\_\_

**SKILLS LEVEL ADVISORY:** Completion of Math 55 (grade of "C" or higher)

**Instructions:**

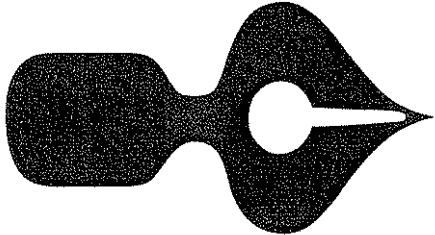
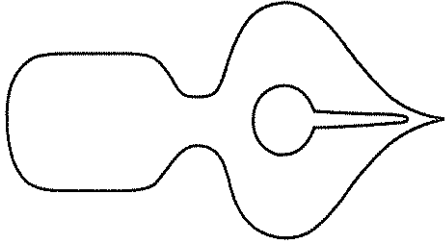
1. The specific skills which have been identified for the advisory skills level "Completion of Math 55" are listed below. These skills are determined from the "Advisory Skills" charts developed by the Math faculty.
2. Indicate which of the advisory skills listed below are necessary "entering skills" probably needed for success in the target course. Mark with an "X" each needed skill.
3. Indicate the degree of importance of each needed entering skill for course success using the following rating scale: 1 = Critical 2 = Very Helpful 3 = Desirable

**SKILLS ANALYSIS**

Math Level Advisory Skills: Completion of Math 55:	Entering Skills Needed for Success Target Course	Degree of Importance
---	--	-------------------------

Math Skills:

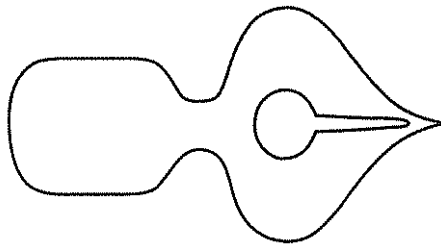
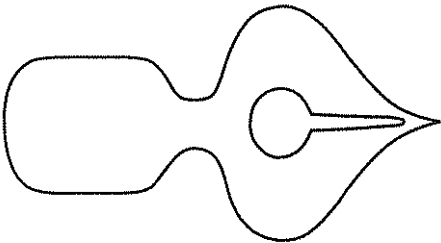
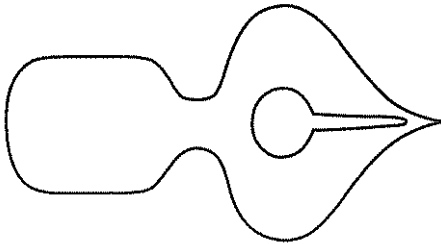
1. solve quadratic equations by factoring, completing the square, and using the quadratic formula
2. solve quadratic inequalities
3. graph parabolas, circles, ellipses, and hyperbolas
4. solve systems of linear and quadratic equations
5. perform operations with radicals
6. perform operations with rational exponents
7. do calculations using logarithms
8. use a scientific calculator
9. graph exponential and logarithmic functions
10. solve exponential and logarithmic equations
11. multiply, add, subtract, and divide complex numbers
12. solve equations involving radicals
13. solve equations and inequalities involving absolute values



# APPENDIX C:

## COURSE ARTICULATION PACKET

Associate Degree GE Requests  
CSU, UC Transfer Requests  
CSU, UC GE Requests



*Please read the criteria at the end of this Appendix. There are five possible requests. Each has its own criteria. (See Page 9 for a chart delineating requests and criteria sources.)*



# Chabot College

## Course Articulation Packet

### Effective 2007-08

#### INTRODUCTION:

Courses can be used as electives or to satisfy different academic/vocational requirements. Some of these categories are: courses required in a major for an AA/AS Degree or Certificate, lower-division preparation for a transfer major, to satisfy General Education requirements for an AA/AS Degree, or as transferable electives, or to satisfy General Education certification (CSU/GE or IGETC).

The "COURSE ARTICULATION PACKET" is used to determine the applicability of your proposed course for the five categories listed above.

Each attribute has an accompanying FORM in this packet. If you want your course to be considered for any (or all) of the categories mentioned below, it is necessary to complete each respective form that identifies your request for each course you are proposing and include that form with your course proposal. You do not need to submit forms which are not applicable. However, without the completed form(s), no action on the course will occur as far as these five categories are concerned.

To satisfy AA/AS General Education requirements.

**FORM #1**  
*This course will meet a General Education requirement for the Associate Degree at Chabot College*

To be transferable to the California State University system \* **FORM #2.**

*This course will be listed on the CSU Baccalaureate-level course list, as an elective, Flyer #100*

To satisfy CSU General Education Breadth requirements

**FORM #3.**  
*This course will satisfy CSU Certification requirements for General Education Breadth, Flyer #101*

To be transferable to the University of California system\*

**FORM #4.**  
*This course will be listed on the UC Transferable Course Agreement, as an elective, Flyer #102*

To satisfy Intersegmental General Education Transfer

Curriculum (IGETC) requirements.  
**FORM #5.**  
*This course will satisfy UC/CSU Certification requirements for IGETC, Flyer #129*

The Articulation Office will be unable to process any forms from the "Course Articulation Packet" if the course and the various transfer requests have not been approved by the Curriculum Committee. Forms should be submitted with the division's curriculum presentation packet during the regular curriculum cycle. Forms submitted after the close of the regular curriculum review cycle may still need Curriculum Committee approval before the Articulation Office can submit them. Since transfer and articulation cycles are only on a yearly basis with staggered submit dates, adhering to the various transfer deadlines is very important.

**You can print forms and hand write all the information – please make sure it's legible.**

# Form #1 – AS Graduation Requirements – Associate in Science Propose changes for Effective 07-08 Fall, Sp & Su

Before marking an "X" or a "-" on the list below, please review Appendix C, Attachment A in Curriculum Handbook. The course(s) must meet the criteria.

New Course (not listed below) Rubric \_\_\_\_\_ Course # \_\_\_\_\_ Title \_\_\_\_\_ Units \_\_\_\_\_

Old Course (listed below) Rubric \_\_\_\_\_ Course # \_\_\_\_\_ Title \_\_\_\_\_ Units \_\_\_\_\_

Revised Course Rubric \_\_\_\_\_ Course # \_\_\_\_\_ Title \_\_\_\_\_ Units \_\_\_\_\_

<p><input type="checkbox"/> <u>A. Language &amp; Rationality (3)</u> ENGL 1A, 52A or 70</p> <p><input type="checkbox"/> <u>A.2 Communication and Analytical Thinking (3)</u> BUS 14, 16, 31 CAS 8, 91 CSCI 8, 10, 14, 15, 19A, 91,92 ELEC 65 Foreign Language 1A*, 1B* GEOG 20* HIST 5*, 12 INDT 74 LIBS 3 MCOM 8, 32 MATH 1, 2, 12, 20, 31, 32, 33, 35, 36,37, 40, 43, 54,54L, 55,55A,55B, 57, 65,65B 65L PHIL 12 PSYC 5 SPCH 1, 2B, 10, 11*, 30, 46 THTR 25*</p>	<p><input type="checkbox"/> <u>B. Natural Science ---cont'd.</u> ECOL 8, 10, 11, 12 GEOG 1*, 1L, 8, 20* GEOL 1A, 10, 10L MICR 1 PHED 17 PHCI 15 PHYS 2A, 4A, 4B, 4C, 5, 11 PHSI 1</p> <p><input type="checkbox"/> <u>C. Humanities (3)</u> ARCH 2AB, 4AB,8AB, 12, 14, 16, 20 ART 1, 2A, 3A, 4, 5, 6, 10, 16A, 17, 54, 67 ENGL 12, 13, 20, 21, 22, 32, 33 34,38, 45, 47, 48 Foreign Language 2A FREN 1A*, 1B*, 2A GNST 30*, 31 HIST 1*, 2* HUMN 28, 50,65*, 72, 75 ITAL 1A*, 1B* JAPN 1A*, 1B* MUSL 1, 2ABCD, 3, 4 MUSP 12A, 14A, 43, 44, 45, 50 PHIL 2, 4, 25,50 PHOT 50, 53A, 67 RELS 7, 50, 64, 65, 72 SL 64, 65 SPAN 1A*, 1B*, 5, 2A SPCH 2A, 5 Humanities – cont'd. THTR 1,10, 12, 25*, 47, 48, 50</p>	<p><input type="checkbox"/> <u>D. Social &amp; Behavioral Sciences (3)</u> ADMJ 50, 60 ANTH 1*, 2, 3, 5, 8, 12 BUS 17, 36, 40 ECD 40, 87 ECON 1, 2, 5, 10, 12 GEOG 1*, 2, 3, 5, 12 GNST 30*, 39 HLTH 8 HIST 1*, 2*, 5*, 7*, 8*, 12*, 19*, 20*, 21*, 22*, 25*, 27*, 44 MCOM 31 POLI 1*, 2*, 12*, 20*, 25*, 30*, 40* PSYC 1, 2, 3, 6, 8, 12, 18, 33, 45 PSCN 1, 4, 13 SOC 1*, 2, 3, 4, 8,10,11, 30, 31, 32 SPCH 11*</p> <p>*May be used to fulfill one area only unless stated otherwise.</p>	<p><input type="checkbox"/> <u>E. Health or American Institutions &amp; PHED (3)</u>   <input type="checkbox"/> <u>E. 1. Health Education or American Institutions:</u> HLTH 1, 4, PHED 18 or HIST 7*, 8*, 12*, 20*,21*, 22*, 25*, 27* or POLI 1*,2*</p> <p><input type="checkbox"/> <u>E.2. Physical Education (1)</u> PHED 1, 2, 3, 4, 5, 6, 7, 12, 13, 13R, 14, 30-48, 50</p> <p><u>American Cultures</u> ANTH 5 ENGL 32, 33 HIS 5, 7, 8, 12, 27 PSCN 1, 13 SOC 1*, 3, 30</p> <p><input type="checkbox"/> <u>Math Proficiency</u> BUS 16 ELEC 65 INDT 74 MATH 1, 2, 20, 31, 32, 33, 35, 36, 37, 40, 43, 54,54L, 55, 55A 55B,57, 65, 65B, 65L PSYC 5</p>
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# Form #1 – AA Graduation Requirements --Associate of Arts – Propose changes for effective 07-08 Fall, Sp. Su

Before marking an "X" or a "✓" on the list below, please review Appendix C, Attachment A in Curriculum Handbook. The course(s) must meet the criteria.

New Course (not listed below) Rubric \_\_\_\_\_ Course # \_\_\_\_\_ Title \_\_\_\_\_ Units \_\_\_\_\_  
 Old Course (listed below) Rubric \_\_\_\_\_ Course # \_\_\_\_\_ Title \_\_\_\_\_ Units \_\_\_\_\_  
 Revised Course Rubric \_\_\_\_\_ Course # \_\_\_\_\_ Title \_\_\_\_\_ Units \_\_\_\_\_

<input type="checkbox"/> <b>A.1 English Composition (3)</b> ENGL 1A, or 52A or 70  <input type="checkbox"/> <b>A.2 Writing and Critical Thinking (3)</b> BUS 10 ENGL 4, 7, 52B FREN 2A*, 2B  <input type="checkbox"/> <b>A.3 Communication and Analytical Thinking (3)</b> BUS 14, 16, 31 CAS 8, 91 CSCI 8, 10, 14, 15, 19A, 91,92 ELEC 65 Foreign Language 1A, 1B GEOG 20 HIST 5*, 12 INDT 74 LIBS 3 MCOM 8, 32 MATH 1, 2, 12, 20, 31, 32, 33, 35, 36, 37, 40, 43, 54, 54L, 55, 55A, 55B, 57, 65, 65B, 65L PHIL 12 PSYC 5 SPCH 1, 2B, 10, 11*, 30, 40, 46 THTR 25*  <input type="checkbox"/> <b>B. Natural Science (3)</b> ANAT 1 ANTH 1*, 1L ASTR 1, 10, 20, 30 BIOL 2AB, 5, 10, 20, 31, 50 CHEM 1A, 8, 10, 30A, 30B, 31	<input type="checkbox"/> <b>B. Natural Science ---cont'd.</b> ECOL 8, 10, 11, 12 GEOG 1*, 1L, 8, 20 GEOL 1A, 10, 10L MICR 1 PHED 17 PSCI 15 PHYS 2A, 4A, 4B, 4C, 5, 11 PHSI 1  <input type="checkbox"/> <b>C. Humanities (3)</b> ARCH 2AB, 4AB, 8AB, 12, 14, 16 ART 1, 2A, 3A, 4, 5, 6, 10, 16A, 17, 54, 67 ENGL 12, 13, 20, 21, 22, 32, 33, 34, 38, 45, 47, 48 Foreign Language 2A FREN 1A*, 1B*, 2A GNST 30*, 31 HIST 1*, 2* HUMN 28, 50, 65, 72, 75 ITAL 1A*, 1B* JAPN 1A*, 1B* MUSL 1, 2ABCD, 3, 4 MUSP 12A 14A, 43, 44, 45, 50 PHIL 2, 4, 25, 50 PHOT 50, 53A, 67 RELS 7, 50, 64, 65, 72 SL 64, 65 SPAN 1A*, 1B*, 5, 2A SPCH 2A, 5 THTR 1, 10, 12, 25*, 47, 48, 50	<input type="checkbox"/> <b>D. Social &amp; Behavioral Sciences (3)</b> ADMJ 50, 60 ANTH 1*, 2, 3, 5, 8, 12 BUS 17, 36, 40 ECD 40, 87 ECON 1, 2, 5, 10, 12 GEOG 1*, 2, 3, 5, 12 GNST 30*, 39 HLTH 8 HIS 1*, 2*, 5*, 7*, 8*, 12*, 19*, 20* 21*, 22*, 25*, 27*, 44 MCOM 31 POLI 1*, 2*, 12*, 20*, 25*, 30*, 40* PSYC 1, 2, 3, 6, 8, 12, 18, 33, 45 PSCN 1, 4, 13 SOCL 1, 2, 3, 4, 8, 10, 11, 30, 31, 32 SPCH 11*  <input type="checkbox"/> <b>E. Wellness (3)</b> E. 1. Areas of Health Education Option 1 HLTH 1, 4 or PHED 18 Option 2: AA Nursing or DH  <input type="checkbox"/> <b>E. 2 Physical Education (1)</b> PHED 1, 2, 3, 4, 5, 6, 7, 12, 13, 13R, 14, 30-48, 50	<input type="checkbox"/> <b>American Cultures</b> ANTH 5 ENGL 32, 33 HIST 5, 7, 8, 12, 27 PSCN 1, 13 SOCL 1, 3, 30  <input type="checkbox"/> <b>Math (Proficiency)</b> BUS 16 ELEC 65 INDT 74 MATH 1, 2, 20, 31, 32, 33, 35, 36, 37, 40, 43, 54, 54L, 55, 55A, 55B, 57, 65, 65B, 65L PSYC 5  <b>American Institutions</b> A minimum of 3 units HIS 7*, 8*, 12, 20*, 21*, 22*, 25*, 27* OR POLI 1*, 2*
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# Form #2 – CSU A-Z Baccalaureate – Transfer Elective Courses Propose changes for effective 07-08, Fall, Sp & Su.

Before marking an "X" or a "✓" on the list below, please review Appendix C, Attachment B-III in Curriculum Handbook. The course(s) must meet the criteria.

New Course (not listed below) Rubric \_\_\_\_\_ Course # \_\_\_\_\_ Title \_\_\_\_\_ Units \_\_\_\_\_

Old Course (listed below) Rubric \_\_\_\_\_ Course # \_\_\_\_\_ Title \_\_\_\_\_ Units \_\_\_\_\_

Revised Course Rubric \_\_\_\_\_ Course # \_\_\_\_\_ Title \_\_\_\_\_ Units \_\_\_\_\_

Administrative Justice (ADMJ) 50, 54, 55, 59, 60 61, 62, 63, 69, 70, 72, 74, 79, 89	Ecology (ECOL) 8, 10, 11, 12, 29	Dance (DANC) 1, 5, 6
American Sign Language (ASL) See "Sign Language"	Microbiology (MICR) 1	Dental Hygiene (DHYG) 51, 52AB, 54, 55AB, 56AB 57, 58, 60, 61, 69AB, 71AB, 73 74A, 75, 80AB, 81AB, 82AB, 83
Anthropology (ANTH) 1, 1L, 2, 3, 5, 8, 12, 29	Physiology (PHYS) 1, 2, 2L	Design Technology (DSGN) 50, 52, 55, 61, 62AB, 65, 66AB
Architecture (ARCH) 2AB, 4AB, 8AB, 12, 14, 16, 20, 31AB, 32AB, 33, 68	Zoology (ZOOZ) 1	Digital Media (DGM) 34AB, 35AB, 36AB
Art (ART) 1, 2AB, 3ABCD, 4, 5, 6, 7ABCD, 10, 11, 12ABCD, 13ABCD, 16ABCD, 17, 18, 19, 20, 29, 31AB, 32AB, 33, 40, 43, 45, 48, 50, 54, 55, 60, 61, 65, 67 (Limited to 6 sem units)	Business (BUS) 1AB, 2, 3, 4, 7, 8, 10, 12, 14, 15, 16, 17, 21, 22, 24, 26, 28, 31, 32, 34, 36, 40, 41, 81, 82, 95, 96	Early Childhood Development (ECD) 40, 50, 51, 52, 55, 60, 61, 62, 63, 64, 65, 67, 68, 69, 77 78, 79, 83, 85, 87, 88, 90, 95, 96
Astronomy (ASTR) 1, 10, 20, 29, 30, 50	Chemistry (CHEM) 1AB, 5, 8, 10, 12AB, 29, 30AB, 31	Economics (ECON) 1, 2, 5, 10, 12, 29
Automotive Technology (ATEC) 50, 61AB, 63AB 64AB, 65, 66	Computer Application Systems (CAS) 8, 50, 54AB, 55, 58, 60, 61, 72ABCDEF, GHIJKLMN, 82, 88AB, 91	Electronic & Computer Technology (ELEC) 60, 61, 62ABC, 63, 64ABC, 65, 67, 68, 69, 70, 74AB, 75, 76, 77
Anatomy (ANAT) 1	Computer Science (CSCI) 7, 8, 10, 11, 12, 13, 14, 15, 19AB, 20, 20J, 21, 29, 41, 42, 44AB, 91, 92, 94	Engineering (ENGR) 10, 25, 32, 36, 43, 45
Biology (BIOL) 2AB, 5, 10, 12, 20, 25, 29, 31, 40, 50	Contemporary Studies 49	Engineering Technology (ENGT) 60, 66,
	Creative Arts (CRAR) 10	English (ENGL) 1A, 4, 7, 10, 11, 12, 13, 15, 20, 29, 70 Literature 20, 21, 22, 30, 32, 33, 34, 38, 45, 47, 48, 52AB
		Fire Technology (FT) 50, 51, 54, 55, 56, 64AB, 70AB, 71AB, 72, 73ABC, 74, 75AB, 86, 90ABC, 91ABC, 95

Cont'd Form2 – CSU A-Z Baccalaureate – Transfer Elective Courses Propose changes for effective 07-08, Fall, Sp & Su.

<b>French (FREN)</b> 1L French 1AB, 29	<b>Interior Design (INTD)</b> 31AB, 32AB, 33, 50, 54, 62,68	<b>Physics (PHYS)</b> 2AB, 4ABC, 5, 11, 18, 25,29
<b>German (GRM)</b> 1AB, 2AB	<b>International Studies</b> 7	<b>Political Science (POLI)</b> 1, 2,12, 20, 25, 29, 30, 40
<b>Italian (ITAL)</b> 1AB, 29	<b>Library Studies (LIBR)</b> 1, 3	<b>Psychology (PSYC)</b> 1, 2, 3, 5, 6, 7, 8, 12, 18, 25, 29, 33,45
<b>Japanese (JAPN)</b> 1AB	<b>Machine Tool Technology (MTT)</b> 60AB, 65, 66, 70, 71AB	<b>Psychology-Counseling (PSCN)</b> 1, 2, 4, 7, 10, 10AB, 11, 12, 13, 14, 15, 16, 17, 18, 20, 21, 22, 25, 26, 28, 36, 37A, 37B, 39,80
<b>Spanish (SPAN)</b> 1AB, 2AB, 5, 29, 52	<b>Mass Communication (MCOM)</b> 1, 3, 5, 8, 15*, 31, 32, 33AB*, 34, 35, 38** 39**	<b>Real Estate (REST)</b> 80, 81AB, 82AB, 83, 84, 85, 86, 87
<b>General Studies (GNST)</b> 10, 11, 30, 31, 39	<b>Mathematics (MATH)</b> 1, 2, 3, 4, 6, 8, 12*, 15, 20, 25,31, 32, 33, 35, 37, 40, 43	<b>Recreation &amp; Rehabilitation Therapies (RECR)</b> 67AB
<b>Geography (GEOG)</b> 1, 1L, 2, 3, 5, 8, 12, 20	<b>Medical Assisting (MEDA)</b> 70AB, 71AB, 73AB, 74, 75	<b>Religious Studies (RELS)</b> 7,50,64,72
<b>Geology (GEOL)</b> 1AB, 10, 10L, 21	<b>Music (MUSL)</b> Literature, Theory & Musicianship 1, 2ABCD, 3, 4, 5, 6, 7, 11AB <b>Performance (MUSP)</b> 12, 12A, 12B, 13B, 13C, 14A, 14B, 15A, 15B, 16AB, 17 18, 19, 29, 43, 44*, 45*, 46*, 47, 50 <b>Applied (MUSA)</b> 20*, 21AB*, 22*, 22AB, 23AB*, 30*, 31*, 32*, 33, 34*, 35* 36*, 37*, 38*, 42	<b>Sociology (SOC)</b> 1, 2, 3, 4, 8, 10, 29, 30, 31, 32, 63
<b>Health (HLTH)</b> 1, 4, 8, 50, 51AB, 53, 54, 60 70AB, 81, 83	<b>Nursing (NURS)</b> 50,51,52,53,54,55, 56, 57, 58, 59, 60ABC, 61, 64, 66, 69, 70, 72, 73,74	<b>Sign Language (ASL)</b> 64, 65
<b>Health Information Technology (HIT)</b> 50, 51, 52, 55, 56AB, 57AB, 65AB, 66AB,69	<b>Nutrition (NUTR)</b> 1, 57,58	<b>Special Studies</b> Courses may be offered under any course title contained in the catalogue using the #99.
<b>History (HIS)</b> 1, 2, 5, 7, 8, 12, 19, 20, 21, 22, 25, 27, 29 44	<b>Philosophy (PHIL)</b> 2,4,12,25,50	<b>Speech (SPCH)</b> 1, 2AB, 3, 5, 10, 11, 29, 30, 40, 46, 48
<b>Humanities (HUMN)</b> 28,50,65,72,75	<b>Photography (PHOT)</b> 31AB, 32AB, 33, 50, 51, 52, 53AB,55, 60, 61, 62 64AB, 65, 66, 67, 68, 71	<b>Theater Arts (THTR)</b> 1, 2, 5, 10, 11,12, 16, 25, 29, 30, 40 42, 43, 44, 47, 48, 50
<b>Independent Study</b> 29	<b>Physical Education (PHED)</b> 1, 2, 3, 4, 5, 6, 7, 8, 13, 13R, 14, 15, 16, 17, 18, 20, 22, 23, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 41, 42, 43, 44, 45, 46, 47, 48, 50,57,58,60,61	<b>Tutoring (TUTR)</b> 15, 29, 51
<b>Industrial Technology (INDT)</b> 61, 74	<b>Physical Science (PSCI)</b> 15	<b>Welding Technology (WELD)</b> 63, 64A, 64B, 65A, 65B, 66, 70, 71
<b>Interdisciplinary Studies in Letters &amp; Science (ISLS)</b> 1ABC		<b>Work Experience (WESP)</b> 95, 96

# Form #3 CSU-GE – General Education Breadth Propose changes for effective 07-08, Fall, Spring & Summer

Before marking an "X" or a "✓" on the list below, please review Appendix C, Attachment C in Curriculum Handbook. The course(s) must meet the criteria.

<input type="checkbox"/> New Course (not listed below)	Rubric _____	Course # _____	Title _____	Units _____
<input type="checkbox"/> Old Course (listed below)	Rubric _____	Course # _____	Title _____	Units _____
<input type="checkbox"/> Revised Course	Rubric _____	Course # _____	Title _____	Units _____

<p>A. <u>Communication in the English Language and Critical Thinking</u></p> <p><input type="checkbox"/> A1 SPCH 1, 30, 46</p> <p><input type="checkbox"/> A2 ENGL 1A</p> <p><input type="checkbox"/> A3 ENGL 4, 7, HIS 5, MATH 12/PHIL 12, SPCH 46</p> <p>B. <u>The Physical &amp; Life Science &amp; Math</u></p> <p><input type="checkbox"/> B1 Physical Sciences</p> <p>ASTR 1, 10, 20, 30</p> <p>CHEM 1A, 1B, 8, 10, 12AB, 30AB, 31</p> <p>GEOG 1, 1L, 8</p> <p>GEOL 1A, 1B, 10, 10L, 21</p> <p>PHYS 2A, 2B, 4A, 4B, 5, 11</p> <p>PSCI 15</p> <p>PSYC 2*</p> <p><input type="checkbox"/> B2 Life Science</p> <p>ANAT 1</p> <p>ANTH 1*, 1L</p> <p>BIOL 2A, 2B, 5, 10, 20, 25, 31, 40, 50</p> <p>ECOL 8, 10, 11</p> <p>MICR 1</p> <p>PHYS 1</p> <p><input type="checkbox"/> B3 Lab Science Requirement</p> <p>Any underline number satisfies this requirement.</p> <p><input type="checkbox"/> B4 Mathematics</p> <p>MATH 1, 2, 3, 4, 6, 8, 20, 31, 32, 33, 35, 36, 37, 40, 43</p>	<p>C. <u>Arts, Literature, Philosophy &amp; Foreign Languages</u></p> <p><input type="checkbox"/> C1 Arts (Art Dance, Music, Theatre)</p> <p>ARCH 14, 20</p> <p>ART 1, 2A, 3A, 4, 5, 6, 10, 11</p> <p>16A, 17, 20, 67</p> <p>MUSL 1, 3, 4, 6, 12A, 44, 45</p> <p>PHOT 67</p> <p>THTR 1A, 5, 10, 11, 12, 16, 25, 40</p> <p><input type="checkbox"/> C2 Humanities (Literature, Philosophy)</p> <p>Foreign Languages</p> <p>ENGL 12, 13, 20, 21*, 22*, 30, 32, 34, 38, 45, 47, 48,</p> <p>FREN 1A, 1B, 2A, 2B</p> <p>GNST 31</p> <p>GERM 2A, 2B</p> <p>HIST 1*, 2*</p> <p>HUMN 28, 65, 72, 75</p> <p>ITAL 1B</p> <p>PHIL 2, 4, 25, 50</p> <p>RELS 7, 50, 64, 65, 72</p> <p>SL 64, 65</p> <p>SPAN 1A, 1B, 5, 2A, 2B, 5</p> <p>SPCH 2A, 5</p>	<p><input type="checkbox"/> D. Human Social, Political and And Economic Institutions and Behavior</p> <p><input type="checkbox"/> D1 Anthropology &amp; Archaeology</p> <p>ANTH 1*, 2, 3, 5*, 8*, 12*</p> <p><input type="checkbox"/> D2 Economics</p> <p>ECON 1, 2, 5, 10, 12</p> <p><input type="checkbox"/> D3 Ethnic Studies</p> <p>ANTH 5*, 8*, 12*</p> <p>ENGL 21*, 22*</p> <p>PSCN 4</p> <p>HIST 19*, 20*, 21*, 22*, 25*, 26*</p> <p>SOCI 3*, 10</p> <p><input type="checkbox"/> D4 Gender Studies</p> <p>ENGL 33</p> <p>GNST 31</p> <p>HIST 27*</p> <p>SOCI 11*</p> <p><input type="checkbox"/> D5 Geography</p> <p>GEOG 2, 3, 5, 12, 20</p> <p><input type="checkbox"/> D6 History</p> <p>HIS 1*, 2*, 7, 8, 12, 19*, 20*, 21, 22*, 25*, 27*, 44</p> <p><input type="checkbox"/> D7 Interdisciplinary Social or Behavioral Science</p> <p>BUS 17, 36</p> <p>CAS 50</p> <p>ECD 67</p> <p>MCOM 5</p> <p>PSCN 1, 13</p> <p>SOCI 33*</p> <p>SPCH 11</p> <p><input type="checkbox"/> D8 Political Science, Govt. &amp; Legal Legislature</p> <p>ADMJ 60</p> <p>POLI 1, 2, 12, 20, 25, 30, 40</p> <p><input type="checkbox"/> D9 Psychology</p> <p>PSYC 1, 2*, 3, 6, 33</p>	<p><input type="checkbox"/> D10 Sociology and Criminology</p> <p>ADMJ 50</p> <p>SOCI 1, 2, 3*, 4, 11*, 30*, 31*, 32</p> <p><input type="checkbox"/> E. Understanding and Self Development</p> <p>ECOL 12</p> <p>GNST 20</p> <p>HLTH 1, 2, 4, 8</p> <p>NUTR 1, 57, 58</p> <p>PHED 15, 18, 57, 58</p> <p>PSYC 8, 12, 45</p> <p>PSCN 10, 11, 20</p> <p>SOCI 8, 30*, 31*, 33*</p> <p>SPCH 10</p> <p>PHED Activity:</p> <p>1, 2, 3, 5, 7, 12, 13, 13R, 14, 17, 20, 25, 26, 27, 30, 31-39, 41-48, 50 (limit 2 units).</p> <p><u>American Institutions</u></p> <p>One of the following combinations will satisfy this requirement.</p> <p>HIST 7* + Select ONE from the following:</p> <p>HIST 8*, 12, 21, 22, 25*, 27*, Poli 1, 2*</p> <p>OR</p> <p>Poli 1* + Select ONE from the following:</p> <p>HIST 7*, 8*, 20*, 21*, 22*, 25, 27</p> <p>.....for a total of 6 units.</p> <p>* (Courses in American Institutions may be counted in Area D).</p>
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**Form #4 UC Transfer Elective Courses – Propose changes for effective 07-08, Fall, Spring & Summer**

Before marking an "X" or a "✓" on the list below, please review Appendix C, Attachment D in faculty handbook. The course(s) must meet the criteria.

- New Course (not listed below) Rubric \_\_\_\_\_ Course# \_\_\_\_\_ Title \_\_\_\_\_ Units \_\_\_\_\_
- Old Course (listed below) Rubric \_\_\_\_\_ Course# \_\_\_\_\_ Title \_\_\_\_\_ Units \_\_\_\_\_
- Revised Course Rubric \_\_\_\_\_ Course# \_\_\_\_\_ Title \_\_\_\_\_ Units \_\_\_\_\_

The UC Systems determines the transferability of the courses we submit for consideration. If your course appears on the back of the list and you are only addressing technical changes such as changes to the following: title, units, delivery format, renumbering of course, changing prefix please fill out the form. If there are substantive changes (course content) to the course you are proposing to have revised, please know that the course will be considered for a resubmit. UC committee will determine whether the course is still eligible.

Check one of the following:

This course is comparable to one offered at the lower-division level on any of The University of California campuses. (Note: Courses with 3 digit numbers usually are Upper Division courses). In order for a course to be consider to meet UC IGETC requirements, the course first has to be approved by the UC system as UC transferable.

Please list:

\_\_\_\_\_ UC Campus name where course is taught

\_\_\_\_\_ Course Title Lower Division - Course Number

If there is no equivalency to any offered at UC, it must be appropriate for a University degree in terms of its purpose, scope, and depth. Please provide a rationale below:

**Form #4 UC Transfer Elective Courses – Propose changes for effective 07-08, Fall, Spring & Summer**

ADMJ 50, 56, 60, 62, 70	ECOL 8, 10, 11, 12	CRAR 10	GNST 11, 30, 31	MATH 1,2,3,4,6,8,12, 20, 25*, 31,32,33,35 40,43	PSCI 15
ASL American Sign Lang. See "Sign Language"	MICRO 1	DANC 1, 5, 6	GEOL 1AB, 10, 10L, 12, 12L, 15, 21	MUSApplied 20,21AB,22A*,22B*, 23AB,30,31,32, 33,34,35,36,37, 38,42 *UC Pending Approval	POLI 1,2,20,25,30,40
ANTH 1, 1L, 2, 3, 5, 8, 12	PHSI 1	ECD 51, 52	HLTH 1, 2, 4, 8	MUSLiterature 1,2,ABCD, 4,5,6,7, 11AB	PSYC 1,2,3,6,8,18,33,43
ART 1, 2AB, 3ABCD, 4, 5, 7ABCD, 10, 11, 12ABCD, 13ABCD, 16ABCD, 17, 18, 20, 23, 50, 67* (PHOT 67)	CHEM 1AB, 5, 8, 10, 12AB, 30AB, 31	ECON 1, 2, 5, 10	HIST 1, 2, 5, 7, 8, 12, 19, 20 21, 22, 25, 27, 28, 44	MUSPerformance 12,14,15,17,18,19,43,44,45, 46,47, 50	PSCN 4,13
ASTR 1, 10, 20, 30	COLL 9	ENGR 10, 22, 25*,32,36,43	HUJMN 28,65,72,75	NUTR 1	RELS 7, 50, 64, 65, 72
BIOLOGICAL Sciences	CAS 80, 8	ENGL 1A, 4,7, 20, 21, 22, 30, 32, 33, 38, 45, 47, 48	IND ST 29, 38	PHIL 2,4,25,50	SL 64, 65
ANAT 1	CSCI *7,8, 10, 11, 14, 15, 19A, 20, 20J, 21, 22 *UC pending approval	Foreign Languages FREN1AB,2AB GERM1AB,2AB ITAL 1AB,2AB	ISLS Discontinued until further notice.	PHOT 50, 60, 67	SOCI 1,2,3,4,8,10,11,30
BIOL 2AB, 5, 10, 20 21, 25, 31, 50	Contemporary Studies 49	Foreign Languages JAPN 1AB RUSS 1AB SPAN 1AB, 2AB	LIBS 1	PHED---Theory 17, 18, 23, 25, 26, 27, 28	SPCH 1,2AB,3,5,10,11,46
BOTN 10		GEOG 1,1L, 2, 3, 5, 8, 12, 20	MCOM 5	PHED-Activity 1,2,3,5,7,13,13R, 14, 30-48,50	THTR 1,2, 3, 10, 11, 12, 14, 25, 30, 39, 40, 42, 43, 44, 45, 47, 48,50
				PHYS 2AB, 4ABC, 5, 11, 22AB, 25	



# Form #5 IGETC – Propose changes for effective 07-08, Fall, Spring & Summer

Before marking an "X" or a "✓" on the list below, please review Appendix C, Attachment D in faculty handbook. The course(s) must meet the criteria.

New Course (not listed below) Rubric \_\_\_\_\_ Course# \_\_\_\_\_ Title \_\_\_\_\_ Units \_\_\_\_\_  
 Old Course (listed below) Rubric \_\_\_\_\_ Course# \_\_\_\_\_ Title \_\_\_\_\_ Units \_\_\_\_\_  
 Revised Course Rubric \_\_\_\_\_ Course# \_\_\_\_\_ Title \_\_\_\_\_ Units \_\_\_\_\_

<p><b>Area 1 - ENGLISH COMMUNICATION</b></p> <p><input type="checkbox"/> <b>Group A: English Composition</b> English 1A</p> <p><input type="checkbox"/> <b>Group B: Critical Thinking</b> English 4 or 7</p> <p><input type="checkbox"/> <b>Group C: Oral Communication</b> Speech 1 or 46</p>	<p><b>Area 3 – ARTS &amp; HUMANITIES</b></p> <p><input type="checkbox"/> <b>ARTS:</b> Art 1, 4, 5, 67 Music 1 Photography 67 Theater Arts 10, 11, 12</p> <p><input type="checkbox"/> <b>HUMANITIES:</b> English 20, 21, 22, 30, 32, 33 45, 46, 47 Foreign Language 2A, 2B General Studies 31 History 1, 2 Humanities 28, 75 Philosophy 2, 4, 25, 50 Religious Studies 50, 64, 65, 72</p>	<p><b>Area 5A – PHYSICAL AND BIOLOGICAL SCIENCES</b></p> <p><input type="checkbox"/> Astronomy 1, 10, 20, 30 Chemistry 1A, 1B, 5, 8, 10, 12A 12B, 30A, 30B, 31 Geography 1, 1L, 8 Geology 1A, 1B, 10, 10L, 21 Physics 2A, 2B, 4A, 4B, 4C, 11</p> <p><b>Area 5B – Biological Sciences</b></p> <p><input type="checkbox"/> Anatomy 1 Anthropology 1, 1L Biology 2A, 2B, 5, 10, 20, 25, 31, 50 Botany 10 Ecology 10, 11 Microbiology 1 Physiology 1</p>
<p><b>Area 2 - MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING</b></p> <p><input type="checkbox"/> Math 1, 2, 3, 4, 6, 8, 20, 31, 32, 33 35, 40, 43</p>	<p><b>Area 4 – SOCIAL AND BEHAVIORAL SCIENCES</b></p> <p><input type="checkbox"/> Anthropology 1, 2, 3, 5, 8, 12 Economics 1, 2, 5, 10 Geography 2, 3, 5, 12 History 1, 2, 7, 8, 12, 19, 20, 21 22, 25, 27, 44, 45 Political Science 1, 2, 20, 25, 30, 40 Psychology 1, 2, 3, 6, 18, 33, 43 Psychology-Counseling 4, 13 Sociology 1, 2, 3, 4, 10, 11, 30</p>	<p><b>**CSU Graduation Requirement</b> <b>American Institutions</b> <u>One of the following combinations will satisfy this requirement.</u></p> <p>HIST 7* + Select ONE from the following: HIST 8*, 12, 21*22, 25*, 27*, Poli 1, 2* OR Poli 1* + Select ONE from the following: HIST 8*, 20*, 21*, 22*, 25*, 27* .....for a total of 6 units.</p>

## CRITERIA FOR GENERAL EDUCATION AND GRADUATION REQUIREMENTS FOR THE ASSOCIATE DEGREE

### AREAS A-D BELOW ARE DEFINITED BY TITLE 5

Students receiving an Associate Degree shall complete a minimum of 18 semester units of general education, including a minimum of three semester units in each of the areas (B), (C), and (D) and the same minimum in each pair of (A). The remainder of the units requirement is also to be selected from among these four divisions or learning or as determined by local option.

#### **A** LANGUAGE AND RATIONALITY:

Courses in language that cover 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.

##### A.1 English Composition

Courses fulfilling the written composition requirement shall be designated to include both expository and argumentative writing.

##### A.2 Writing and Critical Thinking

Courses in this area will be those, from any discipline, that enable students to grasp another's argument and construct an argument of their own. These courses will emphasize reading and writing that will enable students to:

- Question
- Analyze
- Synthesize, and
- Evaluate ideas at the college level.

Courses in this area further will enable students to:

- Recognize the need for information
- Find information
- Evaluate information
- Use information, and
- Communicate information in all its various formats.

Finally, courses in this area will:

- Require application of both critical thinking and communication skills
- Combine aspects of library literacy, research methods, and technological literacy, and
- Consider the ethical and legal implications of information use.

##### A.3 Communication and Analytical Thinking

Courses fulfilling the communication and analytical thinking requirement include oral communication, mathematics, logic, statistics, computer languages and related disciplines.

#### **B** NATURAL SCIENCE:

Courses in natural science 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 scientific method, and encourage an 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.

**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 through 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 judgements. Such courses could include introductory or integrative courses in arts, foreign language, literature, philosophy, and religion.

**D** 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 methods of inquiry used by the social and behavioral sciences. It shall be designed to stimulate critical thinking about the ways people 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.

**E** WELLNESS**Areas of Health Education**

Courses which meet the **Health** requirement should include the following:

1. Holistic Health—integrating physical, psychological, social, and spiritual life factors for The individual and for society and how they relate to quality of life.
2. Life-long learning—promote intellectual and physical well-being in daily life choices, with an emphasis on the value of wellness and prevention toward longevity.
3. Behavior Modification—critically evaluation personal health choices, incorporating positive Health changes based on informed choices regarding disease prevention, healthy living, and personal choices.
4. Mind/Body Connection—stimulate awareness in the individual of the relationship between the whole person and optimal health.
5. Health Care Choices—identify factors that relate to making informed health care choices that benefit the individual and society.

**Physical Education**

Courses which meet the **Physical Education** requirement are those designed to do the following:

1. Develop an awareness of the importance of a healthy lifestyle through physical activity.

**Physical Education (continued)**

2. Focus on the development of overall well-being through physical activity
3. Enable students to incorporate key principles of healthy lifestyle and physical activity into their own lives to ensure the quality of life.

Chabot College's **American Institutions** requirement is based on the guidelines established for CSU by CSU Executive Order No. 405

**F****AMERICAN INSTITUTIONS**

The criteria for this area are adopted /modified from the guidelines CSU's American Institutions requirement, contained in CSU Executive Order No. 405. It is the intent that courses accepted to fulfill this requirement will also fulfill 3 of the 6 units required to fulfill American Institutions at CSU.

- A. Any course which addresses explicitly the historical development of American institutions values and ideals must include all of the subject matter elements identified in the following subparagraphs. Nothing contained herein is intended to prescribe the total content or structure of any course.
  1. Significant events covering a minimum time span of approximately 100 years occurring in the entire area now included in the United States of America, including the relationships of regions within that area and with external regions and powers as appropriate to the understanding of those events within the United States during the period under study.
  2. The role of major political, ethnic and social groups in such events and the contexts in which the events have occurred.
  3. The events presented within a framework which illustrates the continuity of the American experience and its derivation from other cultures including consideration of of three or more of the following: politics, economics, social movements and geography.
- B. Any course which addresses explicitly the Constitution of the United States, the operation of representative democratic government under that Constitution and the process of California state and local government must include all of the subject matter elements identified in the following subparagraphs. Nothing contained herein is intended to prescribe the total content or structure of any course.
  1. The political philosophies of the framers of the Constitution and the nature and operation of United States political institutions and processes under that Constitution as amended and interpreted.
  2. The rights, obligations and responsibilities of citizens in the political system Established under the Constitution.

3. The Constitution of the State of California within the framework of evolving Federal/State relations and the nature and processes of state and local government under that Constitution.
4. Contemporary relations of State and local government with the Federal government, the resolution of conflicts and the establishment of cooperative processes under the Constitutions of both the State and nation, and the political processes involved.

#### **G** AMERICAN CULTURES:

##### **American Cultures**

Courses meeting the American Cultures requirement must satisfy the following:

1. A historical overview of society, culture, race and ethnicity, with specific attention to at least three of the following groups: Native Americans, African Americans, European Americans, Asian/Pacific Islander, Chicano/Latino Americans, and Middle Eastern Americans, presented in an integrative and comparative nature. This includes the rich expressions of America's diverse identities, experiences, voices and unique contributions across disciplines.
2. Areas of (but not limited to) gender, major institutions, class, and age, within the social, cultural, political, and historical context of the diverse American experience.
3. An integrative and comparative pedagogy open to all disciplines provided the course satisfies the content and intent of American Cultures.
4. A goal of developing cultural competence, defined as: (a.) knowledge and openness about one's own culture; (b) an appreciation of cultural and racial diversity as it applies to differences in the "American Experience"; (c) the socio-historical perspective and flexibility needed to bridge cultural gaps, gained through academic study; (d) knowledge of the heterogeneity even within ethnically and racially diverse populations, i.e., all African Americans are not alike; and (e) tools for application of these competencies within students' own communities.

#### **H.** MATH PROFICIENCY:

Referencing California Community Colleges, Title V, Section 55805.5 Barclay Education Codes. "All mathematic courses above and including elementary Algebra shall be acceptable and approved by Curriculum Committee at Chabot College.

(Excerpts from Academic Senate - AS-1719-87/AA)

## CSU TRANSFERABILITY

### Criteria for Determining Baccalaureate-Level Courses\*

The significant elements involved in this determination include the institution, the course, and the pedagogy. Course content alone will not determine acceptability for baccalaureate credit. The criteria are phrased in terms of expectations from each of the parties. These expectations shall not be construed as by themselves, defining a baccalaureate-level course; rather they are designed as aids to the process of making that determination. These criteria have been developed primarily to guide community college faculty and administrators in determining appropriate baccalaureate course designations, but should also be useful in university curricula review processes.

#### Course:

#### 1. The course is presented in a manner that requires of students:

- a) a level of intellect, skill, prior knowledge, and maturity consistent with entry-level collegiate expectations and the stated pre-requisite(s), if any, for that course.
- b) learning skills and a vocabulary necessary to master the subject matter of a baccalaureate-level course.
- c) the capacity to think critically and to understand and apply concepts.

#### 2. The course shall:

- a) treat subject matter with an intensity and pace that establishes an expectation for significantly greater learner independence than that required at the secondary level.
- b) require the student to continue development of communication skills appropriate for higher education.

#### 3. Coursework that:

- a) enhances understanding of analytical, intellectual, scientific, or cultural concepts and traditions generally shall be considered baccalaureate level.
- b) enhances understanding of occupational and professional fields usually requiring experience in higher education as prerequisite to employment in such fields may be considered baccalaureate level if it includes attention to appropriate theories and concepts.
- c) provides instruction in occupational fields not usually requiring experience in higher education as prerequisite to such fields may be considered baccalaureate level if the primary emphasis is upon understanding the theories and concepts that underlie practice rather than only upon the development of technical skills required for immediate employment.
- d) is remedial or college preparatory shall not be considered baccalaureate level.

**Pedagogy:** There shall be opportunity for student-faculty interaction of a kind and variety commensurate with achievement of course objectives. The method of evaluation of student performance in courses shall discriminate among levels of attainment as appropriate to both entry and exit expectations.

*\*Adopted by the Transfer Credit Review Board in May 1975.*

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES  
Office of the Chancellor  
January 26, 1973

**TRANSFER OF CREDIT**  
**Executive Order #167**

This Executive Order is issued pursuant to Section 40601 (n) of Title 5 of the California Administrative Code and is effective in connection with applications for admission from undergraduate transfers seeking to enroll in the fall 1974 term and thereafter.

**General Policy:** Courses which have been developed and are recommended by the faculty of a regionally accredited college or university and designated as appropriate for baccalaureate credit by that institution shall be accepted by any campus of The California State University and Colleges for credit towards its baccalaureate degrees. Appropriate campus authorities shall determine the extent to which such credit satisfies the requirements of a particular degree program. Credit not otherwise applied shall be accepted as elective credit insofar as it meets any qualifications which may be associated with elective provisions, such as course level, distribution among disciplines, of type of course. Courses presented by transfer applicants which were completed at unaccredited institutions or courses completed at accredited institutions but not designated as appropriate for baccalaureate credit shall be evaluated and their acceptability and applicability shall be determined by appropriate campus authorities.

**Procedures:** Courses offered by general purpose baccalaureate granting institutions can be assumed generally to be considered as appropriate for baccalaureate credit by that institution unless specifically identified as serving some other purpose. However, in the case of multi-purpose institutions such as community colleges, a determination must be made as to the purpose which each course serves. Courses from accredited institutions which do not offer bachelor's degrees will be accepted when such courses are identified in the catalog or other official publications as baccalaureate courses. Such identification must make clear that the course is considered to be of baccalaureate level and quality. No qualification may be attached to the designation. For example, it would not be acceptable to designate a course as being of baccalaureate level for the California State University and Colleges or for particular fields of study.

The following procedures will govern the treatment of transfer credit for degree and admission purpose, particularly with reference to transfers from the California Community Colleges:

Only those courses which are certified or otherwise identified as baccalaureate courses shall be used in determining eligibility for admission as an undergraduate transfer.

Following determination of eligibility for admission, appropriate campus authorities shall review these course in conjunction with the applicants' (students') degree objective to determine the extent to which they meet particular requirements and qualifications. Courses not otherwise applied shall be acceptable as general electives to the extent that the particular degree objective permits.

A particular California State University or College campus may, at its discretion, accept courses which have not been certified or identified as baccalaureate level after admission eligibility has been determined if, in its judgment, these courses are applicable to a particular baccalaureate degree program.

Executive Order 167 Cont'd.....

In the case of two-year colleges, other institutions not offering the baccalaureate, and special-purpose baccalaureate-granting institutions, explicit certification of baccalaureate level is required. Wherever such certification is not provided, each of The California State University and Colleges campuses shall evaluate an applicant's record on the basis of the best information available and exercise its judgment as to the transferability of each course.

Certification by accredited institutions may be in one of the following forms:

A legend in the catalog (or similar official publication) or on the transcript of record indicating those number series which designate baccalaureate level courses. A list of those courses (or groups of courses) offered by the college which are baccalaureate level, enclosed with each transcript of record. Such a list must correspond to an appropriate catalog statement.

A joint California Community Colleges-California State University and Colleges Transfer Credit Review Board shall be established. The California State University and Colleges membership on this Board shall consist of five members from the faculties, one campus Director of Admissions and a staff member from the Office of the Chancellor. Terms shall be for two (2) years after initial provision is made for staggered membership. The Board shall become operative when an equal number of members is appointed by the Chancellor of the California Community Colleges.

In any issue concerning course transferability, it shall be the policy of The California State University and Colleges to accept the recommendation of the Transfer Credit Review Board.

Review may be requested by an officer of any campus in either segment, or by the Chancellors. Requests for Board Review must be presented in writing. The California State University and Colleges officials shall cooperate fully with the Board in the conduct of its duties.

In order that the likelihood of student hardship is minimized any certified course under challenge shall be accepted if the student offering it enrolled in the course prior to the filing of the challenge and provided that said student has remained in continuous attendance in any California Community College or in any combination of California Community Colleges and California State University and Colleges' campuses.

If it is not possible for the Board to obtain sufficient information to take action on a particular course, that course shall be treated subsequently if it were not certified and the individual campus shall exercise its authority under No. 3 above.

Insofar as these procedures relate to the transfer of credit from California public community colleges, they shall be effective with applications for admission to the fall 1974 term and thereafter involving applicants seeking to transfer from California public community colleges which meet the provisions of items #4 and #5 above and which are willing to abide by recommendations of the Transfer Credit Review Board in the same manner as The California State University and Colleges.



*Dated: January 26, 1973*

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## **Excerpts from Articulation Handbook Policies and Procedures**

### **The California State University System**

The CSU Executive Order 167 establishes the criteria for the community colleges to designate those courses offered on each campus deemed to be baccalaureate level and, therefore, transferable to all campus in the CSU system. The responsibility for preparation of the Baccalaureate Course List rests with the Community College Articulation Officer, in consultation with the faculty. Courses considered to be baccalaureate level are identified, and a list of courses is prepared.

Courses on the "Bacc list" are transferable to every campus in the CSU system and will, therefore, be accepted for elective credit toward a baccalaureate degree. A particular CSU campus may, at its discretion, accept courses which have not been identified as baccalaureate level if, in its judgment, these courses are applicable to a particular CSU program. These courses would not be included on the "Bacc list", but would be articulated on an individual basis.

Subtitle: Chapter VI: California Community Colleges, Page 29

*If you wish to read the Entire E.O. 167 please contact the Division Dean of Counseling/Articulation Officer.*

**CSU General Education-Breadth Requirements**

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

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

[A]. **COMMUNICATIONS IN THE ENGLISH LANGUAGE & CRITICAL THINKING**

A minimum of nine semester units or twelve quarter units in communications 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 discover, 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 processes, including an understanding of the formal and informal fallacies of language and thought, and the ability to distinguish matters of fact from issues or judgement or opinion.

[B]. **PHYSICAL AND LIFE SCIENCES AND MATHEMATICS**

A minimum of twelve semester units or eighteen quarter 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]. ARTS, LITERATURE, PHILOSOPHY AND FOREIGN LANGUAGES

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 activities as well as cognitive and physical faculties through studying great works of the human imagination, which could include active participation in individual aesthetic, 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 the Western cultures and non-Western cultures.

Foreign language course 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]. HUMAN SOCIAL, POLITICAL AND ECONOMIC INSTITUTIONS AND BEHAVIOR

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

Instruction approved for fulfillment for 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]. UNDERSTANDING AND SELF DEVELOPMENT (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. Course

development 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 course to be included, provided that it is an integral part of the study described herein.

**AMERICAN INSTITUTIONS REQUIREMENT:** Refer to Attachment A, Section F.

**UNIVERSITY OF CALIFORNIA/COMMUNITY COLLEGE  
TRANSFERABLE COURSE ARTICULATION AGREEMENTS**

The basic principles used in determining the transferability of community college courses are: (1) the course should be comparable to one offered at the lower division level on any of the UC campuses and (2) if the course is not equivalent to any offered at UC, it must be appropriate for a University degree in terms of its purpose, scope, and depth. Courses listed as transferable are accepted at the point of admission for unit credit in partial satisfaction of the degree requirements of the University.

**Special Regulations for Courses in Specific Subject Areas**

The following guidelines pertain to courses in subject areas that have special regulations to be articulated for transfer credit to the University of California. These guidelines should be used in conjunction with the general information already provided regarding the awarding of transfer credit (i.e., transferable courses should be comparable in terms of their purpose, scope and depth, to lower-division courses in the UC System).

**ADMINISTRATION OF CRIMINAL JUSTICE**

Courses should be comparable to those offered by the University at the lower division level. The content of these courses should not specifically deal with the applied, functional aspects of law enforcement. Only one introductory course to the profession is allowed for transfer credit. Credit for Variable topics is not usually allowed due to credit limitations.

**AMERICAN SIGN LANGUAGE**

Appropriate courses must be in American Sign Language, not Signed English, and cover the deaf culture as well as the phonology, vocabulary, and grammar of American Sign Language.

**ARCHITECTURE**

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

**ART**

Transferable courses in this area should stress aesthetic intent and content over technique. Commercial or professional art course (e.g. Advertising, Commercial Photography, interior Design, etc.) are not appropriate, nor are craft courses (e.g. Calligraphy, Jewelry Making, Glass Design, etc.)

**BIOLOGICAL (LIFE) SCIENCES:**

Courses in this area should teach fundamental concepts and principles, how these were derived and how they are applied. Although specific prerequisites are not required for introductory courses, these courses are expected to be at the baccalaureate level in content and scope. It is not appropriate for courses in this area to be primarily

professional or technical (ie. for Allied Health majors). While courses generally are expected to have a laboratory (or field) component where appropriate, labor or fieldwork are not required for elective credit.

### BUSINESS

Credit is granted for up to **two courses** in Principles of Accounting and **one course** in Business Law. Transfer credit will be allowed for an introductory business course, provided it focuses on the role of business as it relates to the greater society and includes topics on ethics, labor, finance marketing, etc. Credit for Variable Topics is not usually allowed due to credit limitations in this area. Calculus and some computer systems courses offered through a business department may be transferable, if the majority of the content is math or computer-oriented and not business-oriented.

### COMPUTER SCIENCE

Transferable courses in this area should cover topics such as: an introductory theory of the computer; its organization and logic; or development of a high-level programming language. Courses that provide technical training, or are primarily business-oriented, are not considered appropriate for transfer. Credit for one course in computer literacy may be granted.

### ENGINEERING

Courses in this area must have a strong theory component, but may include some application. However, courses primarily skills-oriented (e.g., manufacturing technology, practical mapping, engineering shop) are not considered appropriate for transfer. Surveying courses must have a prerequisite of at least Intermediate Algebra. Most other engineering courses must have a prerequisite of at least Introduction to Calculus to be articulated. These include Circuits, Statics and Properties of Materials. One course in Introduction to Engineering CAD is also acceptable.

### ENGLISH AS A SECOND LANGUAGE

UC Academic senate regulations allow a maximum of 8 semester units of transfer credit for courses that emphasize writing. In order to approve ESL course work, paragraph development and progression to the essay writing level is needed. Courses that focus exclusively on listening, reading, or speaking skills are not appropriate for UC credit. UC cannot allow credit for Independent Study courses in the ESL area.

### ENGLISH/WRITING

These courses are also called "Writing", "Creative Writing", "Script Writing", "Newswriting". All writing courses in which writing is the primary focus must have a minimum prerequisite of English 1A or eligibility for English 1A. Commercially oriented writing courses (e.g., magazine writing, how to publish/sell a novel) are not appropriate for UC transferability.

### LANGUAGES OTHER THAN ENGLISH

Courses beyond the area 6A proficiency level should provide instruction in the oral and written language, as well as the history and cultural traditions of the foreign country studied. Courses primarily conversational must have as perquisite a course equivalent to the third year of high school study in the language. Also, the content of conversation courses should not be primarily travel-oriented. Languages other than English for Native Speakers such as Heritage Spanish are appropriate for transfer.

**MATHEMATICS**

Mathematics courses (including statistics) must have a prerequisite course equivalent to Intermediate Algebra. A student may receive credit for at most four semester/six quarter units of any combination of college algebra or pre-calculus courses. Credit for Trigonometry is not allowed if taught as a separate course. One course in Elementary Math for Teachers may be considered for credit.

**MINERALOGY**

Courses in this subject require a prerequisite of either physical geology or chemistry 1.

**MUSIC**

Theory and performance courses are granted transfer credit. However, courses that focus primarily on the commercial aspect of music are not considered appropriate for transfer. Electronic music courses should have prerequisites of music theory and history. UC no longer limits credits for appropriate music courses a student may transfer.

**PHYSICAL EDUCATION**

Courses may fall into three categories: 1) Activities, 2) Theory, and 3) Academic/Scholarly. Credit for activity courses is limited to 4 semester/6 quarter units; for Theory to 8 semester units/12 quarter units. Courses primarily vocational such as Aerobic Instructor Training or Fire Academy Protection Preparation are not considered appropriate for transfer credit.

**PHYSICAL SCIENCES**

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

**PHYSICS**

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

**SOCIAL SCIENCES**

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

**THEATER ARTS**

Theory courses, as well as performance and production courses are articulated. Practical courses in Broadcasting (ie., radio and TV), or other commercially-oriented courses, are not appropriate for transfer.

**DISTANCE EDUCATION**

**NOTES:**

**Distance Education/Telecourses**

**Title 5, Section 55376 requires that:**

(a) Each distance education/telecourse shall include the use of appropriate texts, supplemental assigned readings, and/or enrichment materials and activities including examples of reading and writing assignments as required by section 55002(a) and (b).

(b) Each distance education/telecourse shall include regular personal contact between instructor and students through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone, correspondence or other in-person activities. Personal contact may be supplemented by telephone contact and correspondence.

Additional information about the revised Title V regulations for distance education courses can be found online at [http://www.academicssenate.cc.ca.us/Publications/Papers/Distance\\_learning.html](http://www.academicssenate.cc.ca.us/Publications/Papers/Distance_learning.html).



**CRITERIA FOR INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM****Proposing IGETC Courses:**

All courses proposed for IGETC must be transferable to both the CSU and the UC. Course outlines, including representative texts, must be submitted for all proposed additions to IGETC lists. Courses must have a unit value of at least 3 semester or 4 quarter units to be considered for IGETC. The deadline for submitting proposed IGETC updates for the following year is in December.

**Transferable**

All courses offered toward satisfaction of the requirements of the Intersegmental General Education Transfer Curriculum (IGETC) must be baccalaureate level and must be acceptable for transfer among all segments of public postsecondary education.

**Minimum unit value**

A course must have a minimum unit value of 3 semester or 4 quarter units in order to meet the requirements for the IGETC. (Laboratory courses intended to accompany lecture courses are an exception to this guideline). It is not acceptable to take three one (1) unit courses to fulfill a 3 unit requirement, because as a rule three one (1) unit courses will not together provide the depth or rigor of a single 3 unit course.

**Courses that focus on personal, practical, or applied aspects**

Material taught in courses applicable to IGETC should be presented from a theoretical point of view and focus on the core concepts and methods of the discipline. Courses such as Everyday Legal Problems, Psychology of Intimate Relations, or Child Development: Implications for Child Guidance are examples of courses which focus on personal, practical, or applied aspects and do not meet the specifications of the IGETC.

**Course introductory to professional programs**

Courses which are introductory to professional programs such as introduction to Business, Set Design for Theatre, and Writing for Commercial Markets do not have the sufficient breadth to meet general education requirements.

**Independent study or topics courses**

Independent study and special topics courses are not acceptable for IGETC. Since content of independent study or special topic courses varies from term to term, the applicability of these courses to IGETC cannot be determined.

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

**Subject Area: English Communication**

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

The English Communication requirement shall be fulfilled by completion of three semester, or nine units, of lower-division courses in English Reading and Written Composition (1 course), Critical Thinking-English Composition (1 course), and Oral Communication (1 course).

Successful completion of the course in Reading and Written Composition shall be prerequisite to the course in Critical Thinking-English Composition. The second semester of English Composition required by the University of California may be met by those courses in Critical Thinking taught in a variety of disciplines which provide, as a

major component, instruction in the composition of substantial essays and require students to write a sequence of such essays. Written work shall be evaluated for both composition and critical thinking. Texts chosen in this area should reflect an awareness of cultural diversity.

Courses designed exclusively for the satisfaction of remedial composition cannot be counted towards fulfillment of the English Composition requirement.

**Subject Area: Mathematical Concepts and Quantitative Reasoning**

(1 course; 3 semester or 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 used to fulfill this requirement must focus on quantitative analysis and the ability to use and criticize quantitative arguments. Symbolic Logic, Computer Programming, and survey courses such as Math in Society are not acceptable to fulfill the math/quantitative reasoning requirement. In addition, 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 basis of Statistics, probability theory and estimation, application and interpretation, uses and misuses, and the analysis and criticism of statistical arguments in public discourse.

**Subject Area: Arts and Humanities**

(at least 3 courses; 9 semester or 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. Course work should be designed to develop a student's historical understanding of major civilizations and cultures, both Western and non-Western, and an understanding and appreciation of the contributions and perspectives on women and of ethnic and other minorities.

Acceptable humanities courses are those that encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic, and cultural importance. Courses such as English Composition, Logic, Speech, Creative Writing, Oral Interpretation, Readers Theatre, Spanish for Spanish Speakers, and all elementary foreign language courses are considered to be skills or performance courses and do not meet the specifications of IGETC. Advanced foreign language courses are acceptable if they include literature or cultural aspects. Theatre and film course are acceptable in they are taught with emphasis on historical, literary, or cultural aspects. Also acceptable are logic courses if the focus is not solely on technique but includes the role of logic in the humanities disciplines.

In the Arts, students should learn to develop an independent and critical aesthetic perspective. Courses which focus on technique or performance were not approved to meet this requirement (e.g., Beginning Drawing, Beginning Painting, and Readers Theatre and Oral Interpretation courses focusing primarily on performance).

**Subject Area: Social and Behavioral Sciences**

(at least 3 courses; 9 semester or 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 an 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 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.

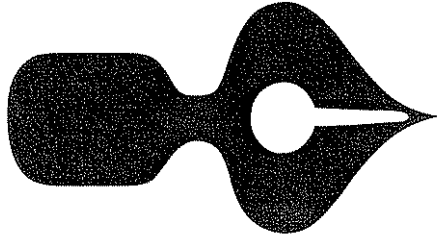
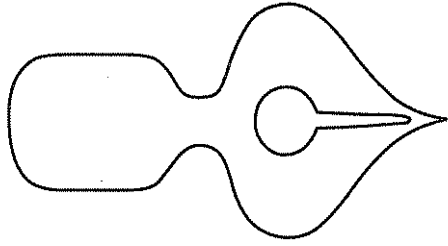
**Subject Area: Physical and Biological Sciences**

(at least 2 courses; 7-9 semester or 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.

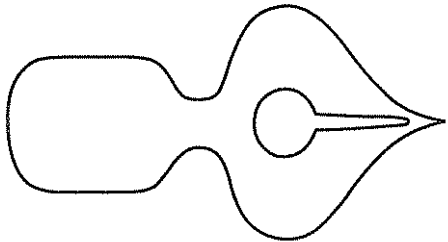
Acceptable courses for the biological science requirement must focus on teaching the basic concepts of biological sciences. Human Nutrition, Horticulture, Forestry, Health, and Human Environment courses have a narrow or applied focus and therefore unacceptable for this area. Course which emphasize the major concepts of the discipline, including biochemical and physiological principles, will be considered.

Acceptable courses for the physical science requirement must focus on the core concepts of a physical science discipline. Courses such as Energy and the Way We Live are not acceptable.

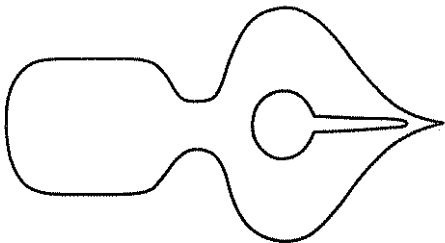


## **APPENDIX D:**

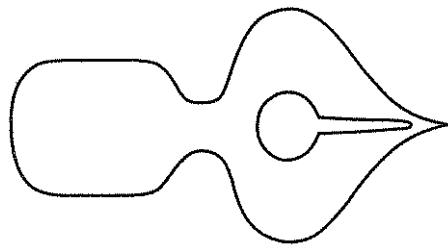
**WORDS TO TRY IN THE  
"EXPECTED OUTCOMES"  
SECTION OF COURSE OUTLINES**



**SPRING-FALL CURRICULUM  
APPROVAL PROCESS**



**ASSESSMENT IN A LEARNING-  
CENTERED INSTITUTION**



## Words to try for Expected Outcomes

Community College credit coursework must call for critical thinking (Title 5). Be sure to choose some words from the following lists, or elsewhere, that clearly imply students will be thinking critically. Don't write "understand..." The expected outcomes need to be stated in such a way that they could be measured.

Below is a section taken from LPC's Curriculum Handbook that provides verbs to try in the Expected Outcomes sections of the course outline. The bulleted items above the verbs are helpful reminders. Please remember that the Curriculum Committee is discouraging use of the phrase "demonstrate understanding of..." and similar phrases in the Expected Outcomes. Think in terms of what you would like the students to be able to DO.

- Be broad and introductory in scope, not too narrow or specific.
- Adequately cover theory, principles, and concepts.
- Outcomes must be measurable.
- State: "Upon completion of this course, the student should be able to..."
- Use action words. To assist you in this task, here is a sampling of such words (Rothwell & Kazanas, 1992; Tracey, 1992): *The words in italics have been added from the Chabot College Curriculum Handbook, June 2002.*

Acquisition of Knowledge	Enhancement of Thinking Skills	Development of Psychomotor Skills	Changes in Attitudes, Values
identify	reflect	demonstrate	challenge
list	compare	produce	defend
describe	contrast	assemble	judge
state	catalogue	adjust	question
prepare	classify	install	accept
recall	evaluate	operate	adopt
express	forecast	detect	advocate
categorize	formulate	locate	bargain
chart	investigate	isolate	cooperate
rank	modify	arrange	endorse
distinguish	organize	build	justify
explain	plan	conduct	persuade
outline	research	check	resolve
inform	study	manipulate	select
label	translate	fix	dispute
specify	differentiate	lay out	approve
tell	analyze	perform	choose
<i>communicate</i>	compute	sort	feel
<i>interpret</i>	devise	construct	care
<i>respond</i>	review	draw	express
<i>discuss</i>	<i>integrate</i>	<i>use</i>	reflect
	<i>define</i>	<i>apply</i>	
	<i>assess</i>	<i>solve</i>	
	<i>adapt</i>		
	<i>summarize</i>		

- Be specific about What (Content) the learner is acting upon.
- Example: Upon completion of this course, the student should be able to:
  - Detect when the smog equipment is not operating efficiently.

## Bloom's Taxonomy

Bloom's taxonomy is a well-known description of levels of educational objectives. It may be useful to consider this taxonomy when defining your objectives.

Knowledge	To know specific facts, terms, concepts, principles, or theories.
Comprehension	To understand, interpret, compare and contrast, explain
Application	To apply knowledge to new situations, to solve problems
Analysis	To identify the organizational structure of something; to identify parts, relationships, and organizing principles
Synthesis	To create something, to integrate ideas into a solution to propose an action plan, to formulate a new classification scheme
Evaluation	To judge the quality of something based on its adequacy, value, logic, or use

Relevant Verbs [Gronlund, N.E. (1991). *How to write and use instructional objectives* (4<sup>th</sup> edition). New York: Macmillan Publishing Co.]

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
cite	arrange	apply	analyze	arrange	appraise
define	classify	change	appraise	assemble	assess
describe	convert	compute	break down	categorize	choose
identify	describe	construct	calculate	collect	compare
indicate	defend	demonstrate	categorize	combine	conclude
know	diagram	discover	compare	compile	contrast
label	discuss	dramatize	contrast	compose	criticize
list	distinguish	employ	criticize	construct	decide
match	estimate	illustrate	debate	create	discriminate
memorize	explain	interpret	determine	design	estimate
name	extend	investigate	diagram	devise	evaluate
outline	generalize	manipulate	differentiate	explain	explain
recall	give examples	modify	discriminate	formulate	grade
recognize	infer	operate	distinguish	generate	judge
record	locate	organize	examine	manage	justify
relate	outline	practice	experiment	modify	interpret
repeat	paraphrase	predict	identify	organize	measure
reproduce	predict	prepare	illustrate	perform	rate
select	report	produce	infer	plan	relate
state	restate	schedule	inspect	prepare	revise
underline	review	shop	inventory	produce	score
	suggest	sketch	outline	propose	select
	summarize	solve	question	rearrange	summarize
	translate	translate	relate	reconstruct	support
		use	select	relate	value
			solve	reorganize	
			test	revise	

Chabot College Curriculum Committee  
**SPRING-FALL CURRICULUM APPROVAL PROCESS**

1. Faculty's last opportunity to propose curricula for the upcoming catalog will be on the day of their Division's curriculum presentation in the fall.
2. Divisions' "last call" fall curriculum presentation dates will be assigned at the last Curriculum Committee meeting in February of the immediately preceding Spring semester.
3. Faculty may propose curricula throughout the Spring term. ITEMS 3-15 RELATE TO CURRICULA PROPOSED IN THE SPRING.
4. Once approved, curricula proposed in the Spring will appear in the catalog published a year from the upcoming Fall term. (So, for example, curricula approved in Spring 2006 will be published in the Fall 2007 catalog. N.B. Curricula cannot be offered prior to its publication in the catalog.)
5. Whether curricula is proposed in the Spring or Fall, the process and timeline delineated in the *Curriculum Presentation Packet Handbook* must be adhered to.
6. The Division dean should submit the correctly formatted proposal packet and accompanying forms for review by the Curriculum Committee Chair, the Articulation Officer, and six copies to Kaaren Krueg for review by the Office of Academic Services and LPC..
7. The proposal will be reviewed, format corrections noted, and the proposal returned to the Division's dean within a maximum of two weeks after receiving it.
8. The chair will agenda the proposal for presentation at a Curriculum Committee meeting no more than five weeks from the Tuesday nearest the date the proposal was received. The last date in Spring to present will be the last meeting in April.
9. The Division dean, in conjunction with the faculty member making the proposal and the Division's administrative assistant, will make corrections and changes and have copies made and distributed to Curriculum Committee members a week prior to the meeting at which the proposal is scheduled to be presented. A total of three copies will be sent to the Curriculum Committee secretary for use in Academic Services.
10. The Division dean (or designee) will present an overview of the curriculum proposal packet. Each curriculum proposal will be presented by the faculty member who developed the proposal or the faculty member's designated representative.
11. The committee will consider the proposal at the meeting noted above, noting corrections and making recommendations. The committee will vote on the proposal at the next meeting, after reviewing the proposal for corrections and changes.
12. Once approved by the Curriculum Committee, six unbound copies of the final, revised packet and a disk containing new/revised course outlines will be sent to the Curriculum Committee secretary to be distributed as follows: two copies and the disk to remain in Academic Services, one copy to the Articulation Office, and three copies to LPC.
13. The Office of Academic Services will be responsible for scheduling all approved curricula to be forwarded to the Board of Trustees and for making certain that course outlines being articulated are sent to the Articulation Office. Since we are tied to the catalog deadline, courses approved in the Spring will go forward to Board, etc., in the Fall along with curricula approved following Divisions' "last call" presentations dates.

14. The Curriculum Committee secretary will maintain the record of curriculum proposals, approvals, forms, etc., just as the secretary does now.
15. A list of courses approved in the Spring should be included at the end of the Division's Fall presentation packets, and listed on the Dean's Checklist. The date of Curriculum Committee approval should appear next to approved courses' numbers and titles.
16. This proposal does not affect the DE schedule as noted in the DE Review and Approval Process and the American Cultures schedule as noted in the Curriculum Handbook.



**Excerpts from  
Assessment in a Learning-Centered Institution**

WASC/AAHE Collaborative Workshop on Building Learner-Centered Institutions-Developing  
Institutional Strategies for Assessing and Improving Student Learning

Mary J. Allen, January 2004

**Teaching-Centered vs. Learning-Centered Instruction**

Concept	Teaching-Centered	Learning-Centered
Teaching Goals	<ul style="list-style-type: none"> <li>• Cover the discipline</li> </ul>	Students learn: <ul style="list-style-type: none"> <li>• How to use the discipline</li> <li>• How to integrate the disciplines to solve complex problems</li> <li>• An array of core learning objectives, such as communication and information literacy skills</li> </ul>
Curriculum	<ul style="list-style-type: none"> <li>• Courses in catalog</li> </ul>	<ul style="list-style-type: none"> <li>• Cohesive program with systematically created opportunities to synthesize, practice, and develop increasingly complex ideas, skills, and values</li> </ul>
Course Structure	<ul style="list-style-type: none"> <li>• Faculty "cover" topics</li> </ul>	<ul style="list-style-type: none"> <li>• Students master learning objectives.</li> </ul>
How Students Learn	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Reading</li> <li>• Independent learning, often in competition for grades</li> </ul>	<ul style="list-style-type: none"> <li>• Students construct knowledge by integrating new learning into what they already know.</li> <li>• Learning as a cognitive and social act</li> </ul>
Pedagogy	<ul style="list-style-type: none"> <li>• Based on delivery of information</li> </ul>	<ul style="list-style-type: none"> <li>• Based on engagement of students</li> </ul>
Course Delivery	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Assignments and exams for summative purposes</li> </ul>	<ul style="list-style-type: none"> <li>• Active learning</li> <li>• Assignments for formative purposes</li> <li>• Collaborative learning</li> <li>• Community service learning</li> <li>• Cooperative learning</li> <li>• Online, asynchronous, self-directed learning</li> <li>• Problem-based learning</li> </ul>
Faculty Role	<ul style="list-style-type: none"> <li>• Sage on the stage</li> </ul>	<ul style="list-style-type: none"> <li>• Designer of learning environments</li> </ul>
Great Teaching	<ul style="list-style-type: none"> <li>• Teach (present information) well and those who can will learn.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage students in their learning.</li> <li>• Seek ways to help all students master learning objectives.</li> <li>• Use classroom assessment—identify objectives, routinely examine student progress, and make necessary adjustments.</li> <li>• Contribute to the scholarship of teaching.</li> </ul>

Course Grading	<ul style="list-style-type: none"> <li>• Faculty as gate keepers</li> <li>• Normal distribution expected</li> </ul>	<ul style="list-style-type: none"> <li>• Grades indicate mastery of learning objectives.</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>• Reliance on grades, registration and course completion data, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty use classroom assessment to improve learning in day-to-day courses.</li> <li>• Faculty use program assessment to improve learning throughout the curriculum.</li> </ul>

### The Cohesive Curriculum

- Coherence
- Synthesizing Experiences
- Ongoing Practice of Learned Skills
- Systematically Created Opportunities to Develop Increasing Sophistication and Apply What is Learned

### Course x Program Objectives Alignment Matrix

Course	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5
100	I				I
101		I			P
102	P		P		P
103					P
200	P		P		
229					P
230			P		D
280					
290	D		D		D

I = Introduced, P = Practiced, D = Demonstrated

## Examples of Learning Objectives at Various Levels

Level	Learning Objective
Knowledge	Students can <i>list</i> the major theoretical approaches of the discipline.
Comprehension	Students can <i>describe</i> the key theories, concepts, and issues for each of the major theoretical approaches.
Application	Students can <i>apply</i> theoretical principles to solve real-world problems.
Analysis	Students can <i>analyze</i> the strengths and weaknesses of each of the major theoretical approaches for understanding specific phenomena.
Synthesis	Students can <i>combine</i> theoretical approaches to explain complex phenomena.
Evaluation	Students can <i>select</i> the theoretical approach that is most applicable to a phenomenon and explain why they have selected that perspective.

### Effective program learning objectives should:

- Explain how students can demonstrate mastery of program goals
- Comprehensively define each goal
- Use active verbs that specify definite, observable behaviors
- Identify the depth of processing that faculty expect
- Distinguish between absolute and value-added expectations
- Focus on the learner, not the teacher—on what students will learn, not on what faculty will teach
- Be clearly written