

Mt. San Antonio College Curriculum Handbook



Fall 2023

Introduction

Welcome EDC members, Course Authors, Department Chairs, and Deans.

In the 2022-2023 academic year fully 583 courses and 71 programs were approved in EDC.

The 2023-2024 catalog lists 433 noncredit courses, 1681 credit courses and 86 noncredit programs and 398 credit programs.

If curriculum is the heart of Mt. SAC, then it is imperative to ensure that all 2,000+ courses and 400+ programs regularly cycle through an effective and efficient local curriculum review process. Since curriculum is a “10+1” area, faculty have purview in developing new programs and courses and making changes to existing curriculum. The course outline of record (COR) ensures regulatory compliance and transparency in this ongoing work as outlined in the California Community College Chancellor’s Office’s *Program and Course Approval Handbook* (PCHA). Mt. SAC students are best served when faculty, the curriculum management system, Curriculum Liaisons, Curriculum Specialists, the Educational Design Committee (EDC), the Curriculum & Instruction Council (C&I), Senate Exec, Senate, and the Board of Trustees regularly engage in robust local curriculum review thus ensuring the many checks and balances required to maintain rigorous and high-quality courses and programs.

Thank you for your interest or involvement in the curriculum process.

We hope you find this handbook useful. Please contact us with any questions:

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EDC purpose and function

The up to date purpose and function can be found at the EDC website:

<https://www.mtsac.edu/governance/committees/eddesign/>

Here is the purpose and function approved Fall 2022:

Purpose

The Educational Design Committee serves as a standing committee of the Curriculum and Instruction Council. The mission of the Educational Design Committee is to facilitate consistency in the quality of curriculum management and to ensure that all courses and programs meet the intent of Title 5 regulations.

Function

1. Report to the Academic Senate and make recommendations to the Senate Board of Trustees via Curriculum and Instruction to include:
 1. Review of new and amended credit and noncredit course content and associated required technical information under Title 5
 2. Review of new and amended credit and noncredit programs and the associated required technical information under Title 5
 3. Review of new and amended courses as they relate to majors and certificates, degrees, and transfer
 4. Coordination of course proposals and review, as appropriate
 5. Appropriate requisites
2. Review courses and programs maintaining compliance with external and internal policies.
3. Recommend policy changes pertaining to curricular issues.
4. Implement State regulations and guidelines pertaining to the curriculum development process:
 - a. Train committee members, faculty, division deans, and staff, as appropriate
 - b. Maintain and provide regulations updates.
 - c. Disseminate information.
5. Review and make recommendations regarding transfer status and general education courses via Educational Design Subcommittee for General Education and Transfer Issues
 - a. Educate and train faculty on procedures in requesting general education course approval.
 - b. Implement the general education philosophy on campus by systematically reviewing all general education lists.
6. One committee member from each division will attend division meetings to report on courses that are being reviewed.

Prescreening Check List

Proposals in stage 4 are prescreened first by the curriculum specialists, then by faculty prescreeners, usually over the summer before they are put on the EDC agenda. Minor errors, like spelling or grammar, are fixed by the prescriber, Curriculum Liaison or one of the specialists. Authors are notified for feedback regarding more significant errors. Occasionally proposals are sent back to stage one to be addressed.

What follows are the specific details the prescreeners review for courses and for programs.

Course Technical Review		
Section 1 (Checked by Specialists)	Minutes	For mirrored noncredit (5-year review/mod), a blank page can be included under the "Upload Document" section.
	Correct effective term (2024-25)	
Prescreeners ----- ->	Check for DL (whether is being renewed or not and add the info to the spreadsheet)	
	Duplication or Overlap (Yes / No)	
Section 2 (Checked by Specialists)	All fields filled (except for CIP code) *Please email Curriculum Specialists about: new title, renumbered course, TOP/SAM code change if not already entered in the spreadsheet.	Discipline is "Optional for Noncredit"
Section 3 (Checked by Specialists)	All appropriate buttons checked. *For field 19, 'Y - Not Applicable' should be selected for all credit, college-level courses.	
	If there are no prerequisites, corequisites, and/or advisories, make sure 'None' is checked in section 3.	

Section 4 (Checked by Specialists)	Make sure units to hours add up. *18 lec hrs = 1 Unit. 54 lab hrs = 1 Unit. Prescreeners: Keep an eye for ACTIVITY hours. It should be LAB.	*Out-of-class hours for lecture: Lec hrs x 2. Out of class hours for Lab: Lab hrs x 1 *Noncredit courses do not have units. Only Contact Hours.
	Work Experience Hours in appropriate field	- Paid hours (75 hrs = 1 unit), Unpaid hours (60 hrs = 1 unit)
	Make sure if there are any unit changes. If so, then check for affected programs. *Please email the Curriculum Specialists know about unit changes if not already entered in the spreadsheet.	Are programs submitted? Yes, the course and program can move forward to EDC agenda. If not, proposal cannot move forward. Communicate with faculty about program submissions due to unit changes. *Please email Curriculum Specialists know about the affected program(s).
Prescreeners ----- ->	Make sure the proper Methods of Instruction is checked.	
Section 5 (Checked by Specialists)	Make sure the 'and' & 'or' are entered and the sequence makes sense. *Please email Curriculum Specialists know about removed or or added prerequisites/corequisites/advisories if not already entered in the spreadsheet..	Go to the Supplemental Forms button and check for filled out Content Review forms, Class size (if being modified), GE forms (if requesting GE). Any blank form from previous years, please delete.
Section 6	Remove extra numbers from MO (if any)	
	Remove extra dashes from Lecture and/or Lab Topical Outline.	
	Remove extra numbers from sample assignments (if any)	
	Textbooks: If the text is more than 5 years old, a rationale is to be provided.	Textbooks are not required for noncredit courses.

Consent vs. Review Agenda	<i>Consent Agenda</i>
	- 5-yr review
	<i>Review Agenda</i>
	New courses
	Modifications to courses
	- Title changes (long title)
	- Prefix
	- Course Number
	- TOP Code
	- SAM Code
	- Basic Skills to Not Basic Skills (or vice versa)
	- Transfer Level changes (field 19)
	- Adding/Removing Prerequisites, Corequisites, and/or Advisories
	- Methods of Instruction changes
- Lecture/Lab Hours	
- Unit changes	
- Significant changes to Measureable Objectives	

Section 7. Skip. Articulation
Officer checks it

Supplemental Forms	Make sure forms are filled out, if required.	
	Remove any blank supplemental forms	
	Class size: a must for new credit courses and for credit courses, which class size is being modified. *Please email Curriculum Specialists about a class size submission.	
	Content review: a must for credit courses with prerequisite, corequisites, or advisories. One form required for each prerequisite, corequisite or advisory. A form is required containing the justification for the removal of each prerequisite, corequisite or advisory in a credit course.	
	GE, Articulation Matrix , Baccalaureate. *Remove any blank form(s)	
New Courses	Where is this credit course housed? *Please let the Curriculum Specialists know about this item.	Is a program submitted? If not, the credit course cannot move forward.
	*Class size is a must	

Deleted Courses

Check for programs affected (**CRTL+F**, college catalog PDF). Check whether the course is a core course, or a required elective. If it is a core course, it will affect units, therefore a program modification is needed. If it is a recommended elective, then it can move forward.

Program Technical Review		
Section 1	CTE Advisory minutes	Not needed for noncredit programs.
	non CTE Department minutes	Not needed for noncredit mirrored programs (5-year or mods)
	All fields filled out	Noncredit does not use units.
	TOP code	
	CIP code (make sure CIP matches one of the options from the TOP - CIP code crosswalk provided by the CO)	
Section 2	Program Catalog Description is a must	
Section 3		Information can be found on the Program Narrative
Section 4	For programs 16 units or more or if seeking Chancellor's Office approval	Credit (15.5 units or less or are not seeking CO approval). All noncredit certificates are submitted to the Chancellor's Office UNLESS it is a local certificate.
	Complete Narrative attached	
	LMI for CTE (if not included in Narrative)	For noncredit CTE, an Excel or PDF for LMI data needs to be included (which is submitted to the Chancellor's Office.)
	Coursework table (if not included in Narrative)	Credit only. Noncredit Coursework table is included in the Narrative. Make sure all long Course Titles are fully entered (no missing words.)
	for ADTs (Credit only)	
	TMC (Template Model Curriculum)	Credit only. Make sure all long Course Titles are fully entered (no missing words)
	Narrative	
	ASSIST documentation	

New CTE programs	copy of LARC submitted documentation	Credit only
	Narrative	
	LMI for CTE (if not included in Narrative)	
	Coursework table (if not included in Narrative)	Credit only. Noncredit Coursework table is included in the Narrative.
Requirements Tab	Make sure the title of the required courses entered match the coursework table in the narrative. Make sure the "and"/"or" match the Narrative. Make sure units match the Narrative (credit only).	

Information for EDC members

Typical agenda

Agendas and minutes going back to 2015 can be found at the EDC website:

<https://www.mtsac.edu/governance/committees/eddesign/>

Here is a sample agenda cover sheet from spring 2023:

Meeting Agenda	Outcomes
Approval of Minutes	
February 28, 2023	
Public Comment	
II. Information	
SIGN 202 - brought back to review agenda as a modification	-
III. Discussion	
IV. Action	
A. Approval of the Consent Agenda March 7, 2023	
B. Approval of Deletion Agenda for March 7, 2023	
c. Approval of the Review Agenda for March 7, 2023	
V. Subcommittee for GE and Transfer	
VI. Issue Bin	

In the agenda, courses and programs are listed on a spreadsheet. Green courses for consent approval at the start, beige or goldenrod programs and courses for review after that.

On the day of this agenda, there were 18 other courses on the consent agenda.

Up to 30 courses can be approved on consent at one meeting. Any number of courses can be pulled for full EDC review. If no course is pulled for review, some number of courses from the consent agenda will be pulled for review at random. These courses will be reviewed at the beginning of the review section of the agenda.

Most of the meeting time is spent on review. On this day there were fully 35 programs and courses on the review agenda.

3.1 Program	New	1/17/2023	AGOR 83	Cannabis Facilities and Operations Management	FALSE	FALSE	FALSE	FALSE	FALSE	Part of the Cannabis programs
3.1 Program	New	1/17/2023	AGOR 92	Work Experience in Cannabis Operations	FALSE	FALSE	FALSE	FALSE	FALSE	Part of the Cannabis Programs
3.1 Program	New	1/17/2023	AGOR 82	Cannabis Advanced Cultivation	FALSE	FALSE	FALSE	FALSE	FALSE	Part of the Cannabis programs
3.1 Program	New	1/27/2023	AGOR 80	Cannabis the Plant and Industry	FALSE	FALSE	FALSE	FALSE	FALSE	Part of the Cannabis programs
3.1 Program	New	2/2/2023		Cannabis - Level 1	FALSE	FALSE	FALSE	FALSE	FALSE	17 units certificate.
3.1 Program	New	2/2/2023		Cannabis - Level 2	FALSE	FALSE	FALSE	FALSE	FALSE	

3.1 Program	New	2/2/2023		Cannabis Operations AS	FALSE	FALSE	FALSE	FALSE	FALSE	
3.2 Program	Mod	12/1/2022	S1315	Child Development AS	FALSE	FALSE	FALSE	TRUE	FALSE	Unit change from 30 to 36. Adding CHLD 61, 62, & 63.
3.2 Program	Mod	12/1/2022	T0458	Child Development - Early Intervention and Inclusion	FALSE	FALSE	FALSE	TRUE	FALSE	Unit change from 30 to 39. Added CHLD 6, CHLD 61, CHLD 62, & CHLD 63.
3.2 Program	Mod	12/1/2022	S0401	Early Childhood Education AS-T	FALSE	FALSE	FALSE	FALSE	FALSE	Changes: ADDED OR CHLD 61, 62, & 63

Generally, 10 to 20 courses and programs are reviewed in one meeting. Courses that effect programs are grouped with the programs they effect.

When a proposal is reviewed by EDC, generally we look for errors missed by the prescreeners (see Prescreening Check List, page 7) plus

GENERAL CHECK POINTS FOR REVIEWING CURRICULUM

Course Descriptions (long and short versions). The short version should essentially mirror the long version (communicate the same emphasis for the course). Generally, one sentence from the long course description can be used appropriately for the Course Schedule Description. On WebCMS, the short (or Class Schedule Description) is limited to 130 spaces (including punctuation, characters, and spaces). A course that may require field trips have this noted in the description. A course that has an honors or cross listed version must state, “student may not receive credit for both...” in the description.

Course Measurable Objectives, 5 to 10 of these.

- The measurable objectives should be general statements of what the students can do at the end of the course or skills they can demonstrate and the instructor can measure.
- Each objective should be stated in a statement beginning with an active verb.
- At least some of the measurable objectives require higher level thinking skills (analyze, evaluate, synthesize, etc.).
- Review Measurable Objectives to make sure they are aligned with topical outlines and methods of evaluation. Especially for amended courses, it is easy to pass over components of the course that aren’t being changed. However, the course as a whole must demonstrate coordination between topics taught, methods of evaluation, and measurable objectives.
- Avoid vague objectives that cannot be measured (e.g., Know, understand, demonstrate ability, etc.).

Integration – All Measurable Objectives are addressed in the Lecture Topical Outline or the Lab Topical Outline
Sample Assignments - Entries in this section are differentiated from “Sample Assignments” in that should very specifically be individual assignments that might be given to students rather than a type of assignment.

Units and Hours – There is a specific table for aligning units and hours per the PCAH (see page 34). The committee verifies that the number of topics and rigor of those topics is commensurate with the units.

Prerequisites – Particular to the assignments and methods of evaluation. The committee verifies that the prerequisites are appropriate.

Honors versions of courses are reviewed side by side with their non-honors versions. Honors versions have more rigor in the Measurable Objectives and lengthier assignments.

Proposals on the EDC agenda can be

- Approved – no edits whatsoever or some questions or feedback to the author. Approved proposals move on to the stage 11 for C&I agenda.
- Approved minor – comments or corrections we expect the author to have absolutely no issue addressing. The author will be informed and will have the opportunity to reject. Spelling or grammar errors are in this category.
- Pending – Questions or comments significant enough that the committee would like the proposal to come back on the consent agenda after author response.
- Hold – There may be nothing wrong with the proposal, but the proposal is waiting for documents, DL amendment, program or another course.

Information for Authors, Chairs and Deans

Thank you for your participation in the curriculum process. We all wish to serve students as best we can and offer the curriculum they deserve. To ensure quality and regulation adherence there are checks and balances in the process. This might be described as bureaucracy. Whatever you call it, we need your active involvement so that the process is smooth.

Chairs and deans, you will be reviewing proposals at stage 2 and 3 respectively. Please do not assume that the author, or chair has submitted a perfect proposal. The first and easiest item to check is that all documents are included. All documents include department minutes and content review forms for courses with prerequisites. Proposals without required documents will be returned to the author stage and lose their place in submission.

Please read the following section for a description of the approval process.

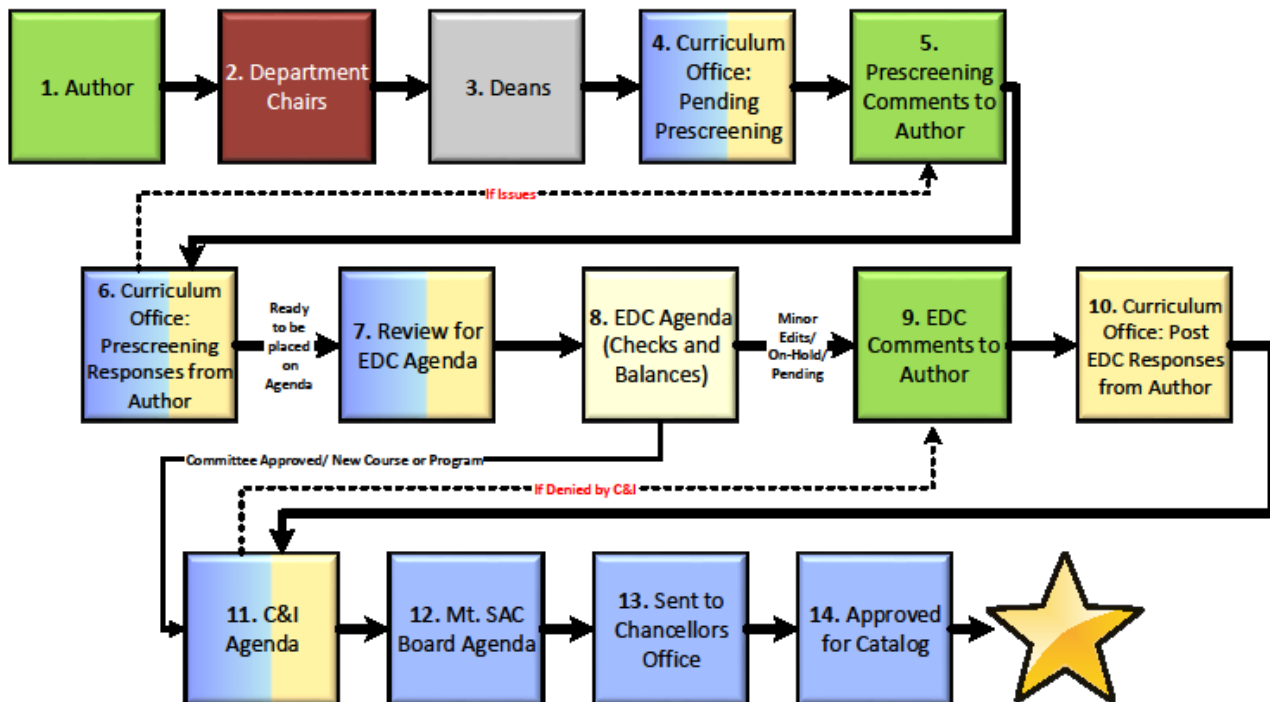
Curriculum Review & Approval Process

Our course management system allows for review by multiple parties of your proposal from its conception at the author stage right through to catalog approval. Here are the stages:

10.0 Curriculum Management System – Mt. SAC

Legend:

Author	Deans
Department Chairs	Curriculum Liaison
	Curriculum Office



Some of these stages can take weeks or more. Chancellors Office approval of new programs is typically two months. We strive to keep the whole process to just one year. Unforeseen delays can cause the entire process to take up to two years.

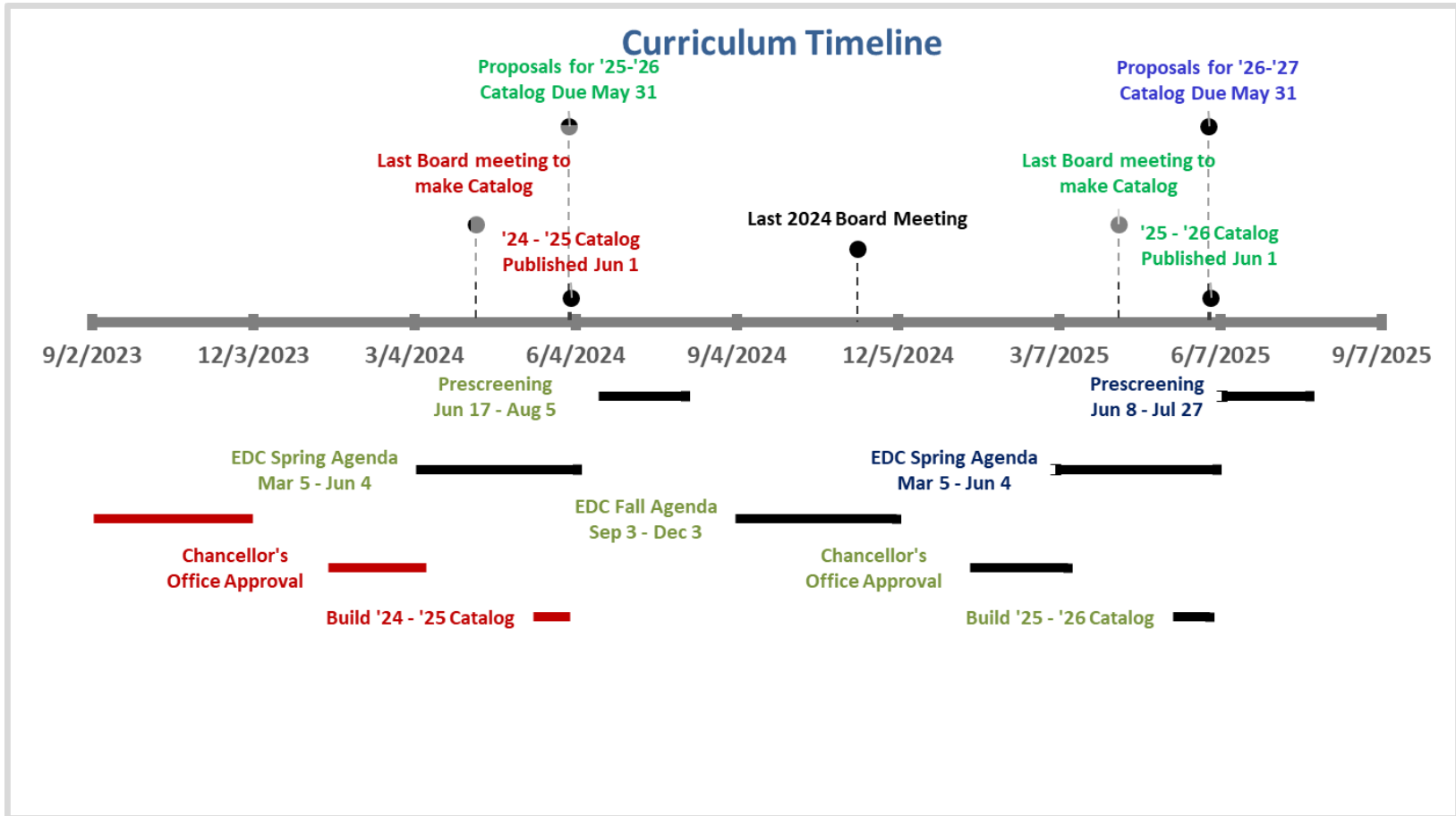
Some of the important dates of the upcoming terms.

Full 2024 catalog publish date: June 1, 2024

Last Board Meeting to make 2024 catalog: April 8, 2024

Fall 2025 catalog proposal stage 4 (curriculum office) due date: May 31, 2024

Curriculum Timeline



Style sheet

The following guidelines highlight capitalization, punctuation, format, and writing styles recommended for Mt. SAC Course Outlines of Record (COR). Consistent use of the guidelines assist in the writing and evaluation of CORs. The guidelines highlight local practice and complement, but do not replace, the officially adopted references, *The Course Outline of Record: A Curriculum Reference Guide 2017* [COR_0.pdf \(asccc.org\)](#) by the Academic Senate for California Colleges Curriculum Committee and the *Program and Course Approval Handbook (8th Ed.) 2023* by the Chancellor's Office.

Refer to the most recent *Program and Course Approval Handbook* and *The Course Outline of Record: A Curriculum Reference Guide* for more information.

Writing the Integrated Course Outline of record

A Course Outline of Record must be integrated. At the most fundamental level “integration” occurs when each element of the course outline reinforces the purpose of the other elements in the course outline.

There should be an obvious relationship between the objectives of the course, the methods of instruction, assignments, and methods of evaluation used to promote and evaluate student mastery of those objectives (Academic Senate for California Community Colleges Curriculum Committee, p. 5).

Equity and curriculum

Elements of the COR should include culturally responsive and equity-minded language that reflects freedom from bias or assumptions that negatively impact students.

Examples

Course Title: Pre-Columbian Art (Euro-centric descriptor) vs. Latin American Art and Architecture (equity-centered descriptor)

Measurable Objective: Identify the contributions of the minority cultures which have brought a depth of expression to American Society (Euro-centric objective) vs. Examine and discuss the art and architecture of Latin America during the Colonial Era, Post-Independence, and in relation to Major Revolutions (Mexico, Cuba, Nicaragua) (Equity-centered objective).

Lecture Topic: Post-Classic Culture: Toltecs, Mixtecs, and Aztecs (Euro-centric topic) vs. Toltecs, Mixtecs, and Aztecs (Equity-centered topic)

Methods of Evaluation: 5- to 7-page research paper on Pre-classic Olmec Culture (Euro-centric) vs. Group presentations on contemporary Latin American artists (Equity-centered)

Sample Assignment: In the Pre-Columbian period, Mesoamericans devoted art to the main areas of their lives. Write a 5- to 7-page research paper comparing illustrations from two of the following: Aztec stone calendars, Mayan Bonampak Wall Paintings, the Olmec La Venta architectural center, or the Aztec Avenue of the Dead (Euro-centric) vs. Prepare a group presentation on how embattled colonized Latin American civilizations used art, such as the myth of Quetzalcoatl, to represent potent symbols of survival during a period of invasion by foreign oppressors (Equity-centered).

General Style Considerations

The following guidelines apply to all sections of the COR unless exceptions are described in the section for the COR element.

COR elements include,

1. Catalog Description
2. Schedule Description
3. Course Measurable Objectives
4. Lecture Topical Outline
5. Lab Topical Outline
6. Methods of Evaluation
7. Sample Assignments
8. Textbooks

Capitalization, General

- Capitalize the first letter of the first word of statements.
- Capitalize proper nouns.
- Use consistent capitalization.

Punctuation, General

- Avoid using the slash (/) as it does not clearly express intended meaning.
- Avoid using the ampersand (&) unless part of a proper noun.
- Use standard sentence punctuation norms when using writing in complete sentences.
- Punctuation Summary by COR Element
 - Do you need periods in these sections?
 - Catalog Description | Yes
 - Schedule Description | Yes
 - Course Measurable Objectives | Yes
 - Lecture Topical Outline | Yes, if it's written in sentence format. No, if it's not written in sentence format.
 - Lab Topical Outline | Yes, if it's written in sentence format. No, if it's not written in sentence format.
 - Methods of Evaluation | Yes, if it's written in sentence format. No, if it's not written in sentence format.
 - Sample Assignments | Yes

Format and Writing Style, General

- Abbreviations and acronyms are spelled out the first time the term is used and then the abbreviation is placed in parentheses immediately after. The abbreviation can be used thereafter.

Examples:

- Educational Design Committee (EDC)
- Curriculum and Instruction Council (C&I)
- Course Outline of Record (COR)

- Use parallelism.

Examples:

- Using, browsing, and viewing
OR
- Use, browse, and view

- Obtaining, applying, converting
OR
- Obtain, apply, convert

- Drawing, finding, and determining
OR
- Draw, find, and determine

- Omit the word “the” unless grammatically necessary.

Examples:

- ~~The~~ Role of nutrition in disease prevention
- ~~The~~ Classic French School
- ~~The common~~ Tools and file types of digital photography

Style and Format details by COR Element Section

Element 1: Catalog Description

Format and Writing Style for the Catalog Description

- Omit introductory words and start with primary topic when appropriate.**

Examples:

- ~~Cover~~ Network vulnerabilities from a hacker's perspective.
- ~~Basics of~~ Commercial HVAC control theory as it applies to electric, pneumatic, and digital control systems.
- Dramatic literature and the development of dramatic art.

- Include course requirements.**

Examples:

- Field trips are required.
- TB test is required.

Element 2: Schedule Description

Format and Writing Style for the Schedule Description

- Do not introduce topics not mentioned in catalog description.**
- Using the first sentence of catalog description is recommended.**
- Include up to 130 characters.**
- Include course requirements. The CCCCO Curriculum Handbook says to include “Field trips or other potential requirements beyond normal class activities.”**

Examples:

- Field trips are required.
- TB test is required.
- Concurrent enrollment in a learning community is required.

Element 3: Course Measurable Objectives

Format and Writing Style for the Course Measurable Objectives

- Do not number measurable objectives.**
- Begin objectives with a primary verb.** Using [Bloom's taxonomy of action verbs](#) may be helpful.
- Although it is typical to begin objectives with the phrase, “Upon completion of this course, the student will be able to...” (ASCCC Curriculum Committee, p. 22), please omit this and similar introductory phrases from the measurable objectives as they are assumed.**
 - Omit**
 - “The student will”
 - “Demonstrate the ability to”
 - “Demonstrate an understanding”
 - “Upon completion of the course, the student will be able to”
- Do not use the following verbs to construct measurable objectives as they are difficult to measure.**
 - Know
 - Understand
 - Comprehend
 - **Notes:**
 - If authors use “Demonstrate” or “Discuss” EDC will expect to see a problem-solving demonstration in category 2. EDC recommends not using “Demonstrate” or “Discuss” as they can be difficult to measure.
 - Laboratory courses may use the word “demonstrate.”
- Use plural form when appropriate.**
 - Examples:**
 - Create and integrate appropriate tables, charts, or diagrams into Word documents.
 - Classify disinfectants by category and explain their modes of action.
 - Demonstrate procedures to charge and recover refrigerant from operational refrigeration systems.
 - Classify types of electromagnetic radiation.
- Order objectives, if appropriate, by cognitive level. The use of a taxonomy of learning, such as Bloom's Taxonomy, is recommended for consistency of language and rigor.**
 - Knowledge
 - Comprehension
 - Application
 - Analysis
 - Synthesis
 - Evaluation

Punctuation for the course measurable objectives

- End measurable objectives with periods.**

Element 4: Lecture Topical Outline

Format and Writing Style for the Lecture and Lab Topical Outlines

- Enter only one topic per field in the curriculum management system (i.e., list each topic on separate lines).**
- Do not number topics or begin with a dash.**
- Omit references to the following as they are not topical.**
 - Syllabus
 - Course orientation
 - Introduction or Introduction to
 - Review of

- Introduction and overview
- Introduction or Introduction to
- Review of
- Introduction and overview
- Fundamentals
- Midterm
- Teaching activities
- List topics only once.**
- Include final exam at the end of the list. A final exam *must* be listed in both lecture and lab topics when there is lab parity.**

Punctuation for the Lecture and Lab Topical Outlines

- Do not use periods unless using sentence format.**

Capitalization for the Lecture and Lab Topical Outlines

- Use sentence capitalization.**

Examples

- Recognize and explain the dynamics (development and change) of ethnic groups that comprise American society and culture by critically reviewing how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, and language policies
- Identify major themes and concerns found in multicultural literature by critically analyzing the intersection of race and racism as they relate to class, gender, sexuality, religion, national origin, immigration status, ability, tribal citizenship, sovereignty, and language
- Apply aspects of critical analysis of texts and genres (poetry, film, song, novel, etc.) in democratic, cross-cultural discussion that includes the application of theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences, and social struggles of those groups with a particular emphasis on agency and group affirmation.

Element 5: Lab Topical Outline

- Refer to the Lecture Topic Outline section above as the lecture and lab topical outlines share formatting guidelines. Exceptions are listed below.**

Format and Writing Style for Lab Topical Outlines

- Use gerunds (“ing” verbs) to convey activity.**
- Topics should indicate instructional activity.**

Punctuation for Lab Topical Outlines

- Do not use periods unless using sentence format.**

Examples

- Adjusting metering devices
- Assembling, editing, and rendering all animated scenes for final output of animated story
- Acquiring digital images with digital cameras and flat-bed scanners and transferring them to the network lab server file storage areas

Element 6: Methods of Evaluation, General

! Make sure that all measurable objectives are evaluated.

Format and Writing Style for Methods of Evaluation, General

- State methods of evaluation as nouns which complete the statement "The student will be evaluated by <noun>"**

Examples:

- Season-long journal analyzing daily workout
 - Critical essays of 3-4 pages based on play-script evaluations or play performances from an historical perspective
 - Evaluative reflection of a student's role within a group
- Do not use statements from obsolete checklist unless expanded with additional details that link the phrase to the measurable objectives. Methods of Evaluation need to reference Measurable Objectives.**
 - Omit:**
 - Exam(s)
 - Quizz(es)
 - Class Performance(s)
 - Performance Exam(s)
 - Homework Problem(s)
 - Laboratory Report(s)
 - Assignments
 - If Categories 2 and 3 are not appropriate use the phrase "Not Applicable."**

Punctuation for methods of evaluation, General

- Do not use periods unless in sentence format.**

Element 6, Category 1: Substantial Written Assignments

Please also refer to the general Methods of Evaluation guidelines above.

Format and Writing Style for Methods of Eval, Category 1

- Include approximate length, type, and number of written assignments.**

Examples:

- A semester-long investment research project including financial data research of a corporation, a 5-10 page written report summarizing data with the use of charts and graphs
 - Three critical essays of 3-4 pages examining financial topics such as retirement planning
 - Five-page reaction paper concerning the student's experience at an unfamiliar religious institution
- If written assignments are not appropriate for the course, write a 1-sentence rationale specific to the course.**

Examples:

- This class is primarily a skills-based course which relies on skills demonstration, class performance, and visual and descriptive identification of plants.
- This class is primarily a skills-based course related to using the Windows environment, managing files, and using Microsoft Edge.
- This class evaluates students on problem solving exercises that prepare students to take veterinary technician examinations.
- This class is primarily a skills based course related to refrigeration systems.
- Students are evaluated on computations, analysis, and recommendations using data related to economic situations.

Element 6, Category 2: Computational or Non-Computational Program Solving Demonstrations

Please also refer to the general Methods of Evaluation guidelines above.

Format and Writing Style for Methods of Eval, Category 2

- Briefly describe computational or non-computational problem solving demonstrations.**
- Examples:**
 - Calculations of interior materials
 - Quarantine procedures for given symptom sets
 - Construction of a refrigeration system
 - Character animations and movements
 - Computations of economic data, data graphs, and explanations of economic data and supporting concepts

Element 6, Category 3: Skills Demonstrations

Please also refer to the general Methods of Evaluation guidelines above.

Format and writing style for Methods of Eval, Category 3

- Category 3 reflects tasks students will perform related to the skills learned in the course.**
- Examples:**
 - Putting skills
 - Handling of refrigerants
 - Group demonstration of two developmentally appropriate children's activities

Element 6, Category 4: Objective Examinations

Please also refer to the general Methods of Evaluation guidelines above.

Format and Writing Style for Methods of Eval, Category 4

- Descriptions of objective examinations for Category 4 should connect to measurable objectives.**
- Examples**
 - Multiple choice questions using technical vocabulary
 - Short answer questions on rules and regulations of soccer
 - Short answer questions that refer to positioning with specific serve situations and score
 - Free response, multiple-choice, completion, matching items, or true or false exams and quizzes that assess nomenclature, properties, structures, reactions, mechanisms, syntheses, and spectroscopic analyses of organic compounds (alkanes, alkenes, alkynes, alkyl halides, alcohols, and phenols)

Element 7: Sample Assignments

Format and Writing Style for Sample Assignments

- Include expectations such as number of pages.**
- Include how an assignment is submitted (e.g., research paper, presentation, portfolio, etc.)**
- Examples:**
 - Write a one-page paper explaining driving directions from student's house to Mt. SAC including articles of place and direction.
 - Using real and nominal GDP and inflation rates compare the given examples using the calculated index numbers.
 - Create an iPhoto album using at least 15 imported images and create a slide show based on the images. Add music and synchronize the timing.

Element 8: Textbooks

- Course textbooks support Title 5 reading expectations.**
- Representative textbooks should be no older than five years.**
- The CSUs and UCs require newer textbooks and may deny articulation based on older texts.**
- For transferrable courses, at least one textbook with a recent publication date should be listed. Recent textbooks are no older than five years.**
- Open Educational Resources (OER)**
 - Texts do not need to be published in hard copy.
 - The UC and CSU welcome the use of online texts and other Open Educational Resources (OER), so long as the resource is a stable, bona fide textbook, and not just a collection of links to lecture notes or other web pages ([Articulation, Curriculum, and Open Educational Resources - ASCCC Open Educational Resources Initiative \(asccc-oeri.org\)](#)).
 - It is strongly recommended to include at least one traditional textbook (commonly accepted in the field) on the COR as OER become more stable and widely used.
 - The minimum bibliographic information needed to include an OER as the textbook on a COR:
 - Author: e.g., OpenStax
 - Name : e.g., Biology
 - Publisher: e.g., OpenStax CNX
 - Publication Date
 - Link/course ID
 - Licensed by/under
 - CSU's and UC's need the publication date AND revision date if appropriate.
 - Example reference to an OER on a COR:
 - OpenStax, Biology. OpenStax CNX. Oct 21, 2016. <http://cnx.org/contents/185cbf87-c72e-48f5-b51e-f14f21b5eabd@10.61>. Licensed under a Creative Commons Attribution 4.0.
 - Additional information that can be added if accessible includes, "Copyright holder." Add to the end of the reference.

Common Additional Considerations for Course and Program Submission

Below are common considerations for programs and courses. Please also refer to the Mt. SAC Curriculum Handbook (or other areas of it besides this quick guide), the most recent *Program and Course Approval Handbook*, and *The Course Outline of Record: A Curriculum Reference Guide* for more details.

Articulation Matrix

- New courses should be clearly lower division. If only one course (or if no course) is found at the lower division level, the baccalaureate status form is required.
- Courses that cannot document lower division status are subject to review by Curriculum and Instruction Council.

Content Review Forms

- Requisites outside the discipline require documented collegial consultation in accordance with the Academic Senate's Content Review Implementation Plan. Evidence of analysis is required.

Coversheet

- Course authors are requested to list major changes and the purpose for the changes to course modifications.
- The rationale should include if new articulation or new GE request is accompanying the modification for an existing course
- Stand-alone courses (course not tied to a specific degree or certificate) are subject to review by Curriculum and Instruction Council
- Distance Learning Amendment Form
- List changes made to course/program

Honors

- Topics and MOs should match the non-honors course. Faculty may add additional MOs to the honors course.
- Methods of evaluation and sample assignments should reflect the enrichment of the honors course.
- Descriptions must include: An honors course designed to provide an enriched experience. Students may not receive credit for both Course X and Course XH.

Independent Study and Special Projects

- Recommended description: Offers selected students recognition for their academic interest in discipline X and the opportunity to explore the discipline of X in greater depth. The content of the course and the methods of study vary from semester to semester and depend on the particular project under consideration.
- These courses are numbered "99."

Minutes, Advisory

- Electronic copies of advisory minutes are required to document approval of the CTE course or program changes. Please highlight the section where approval occurred. These minutes must be uploaded into WebCMS.

Minutes, Department

- Electronic copies of department minutes are required to document approval of the course or program changes. Please highlight the section where approval occurred. Minutes must be uploaded into WebCMS.

Modifications

Modifications include changes to:

- | | |
|--|--|
| <input type="checkbox"/> Course ID | <input type="checkbox"/> Units and Hours |
| <input type="checkbox"/> Course Title | <input type="checkbox"/> Repeatability |
| <input type="checkbox"/> Catalog Description | <input type="checkbox"/> SAM Codes |

- TOP Codes
- Prerequisites, Corequisites, and Advisories
- Certificates, Degrees, and Majors
- General Education (GE) Requirements and GE Status
- Articulation
- Instructional Method (Lecture, Lab, etc.)
- Basic Skills Status
- Basic Skills Course Level
- Credit Status (Degree Applicable or Non-Degree Applicable)

Overlap

- Overlap questions must be answered for all courses.
- Please use the college catalog and WebCMS to review new and existing courses.
- A courtesy email is recommended to affected departments.
- Refer to the overlap process if needed. ([Academic Senate Philosophy and Process for Course Duplication and Overlap: Consultation and Mediation](#))

SAM Codes

- General Education courses are typically marked E. D may be chosen.
- CTE courses should be marked B, C, or D.
- If the course is labeled SAM Code B, the course is required to have a SAM Code C level prerequisite.

Submission Deadlines

- Due May 31st
 - 5-year review of courses
 - New courses and modifications
 - New degrees and certificates and modifications to degrees and certificates
 - Degrees and certificates will not be reviewed by EDC if they include courses that are 6 or more years old (for T5 compliance).

WebCMS Stages

See page 20

Work Experience

- Work Experience courses should be assigned SAM Code C.
- TOP codes must match the occupational program for which the Work experience is designed.
- Include - Prerequisite: Approval of college Work Experience supervisor and compliance with Work Experience regulations as designated in the College Catalog.
- Recommended description: This course is designed to combine actual job experience in CTE Field X with related classroom instruction. This work experience may be during a regular semester or during a summer session. A minimum of 75 paid clock hours or 60 non-paid clock hours per semester is required for each one unit of credit. It is recommended that the hours per week are equally distributed throughout the semester. Instructor approval required.

Tips

- For all the elements above cutting and pasting is more than just allowed, it is encouraged. However, so that hidden, unwanted HTML codes are not along for the ride, cut and past the text only. This can be done by using keyboard shortcuts Ctrl+Shift+V on a PC or Command+Option+Shift+V on a Mac.**
- Give yourself a time buffer when working on curriculum. You're a subject matter expert and can whip up awesome curriculum in no time, but there are additional factors like dates of**

faculty meetings for approval, entering content and documents into WebCMS, advisory board meeting dates and minutes (if needed), and making other various deadlines depending on the type of course or program.

References and Resources, see Curriculum Contacts and Other Resources, pg 7979.

Hours and Units

Standards for credit hours are detailed in the PCAH and the ACCJC curriculum reference guide. Each credit unit is determined by the total number of learning hours divided by the hours-per-unit divisor. For a semester system like MtSAC the hours-per-unit divisor is 54 hours/unit. The total learning hours is the sum of the contact hours (in class, with instructor) and the homework hours (outside of class, without the instructor). For a standard lecture class there are 2 homework hours for each contact hour. For a Lab class there are no homework hours. For an activity class there is 1 homework hour for every 2 contact hour. The activity category is rarely used. The hours to units conversions for classes up to 10 units are:

Lecture			
Contact Hours	Homework Hours	Total Learning Hours	Units
9	18	27	0.5
27	54	81	1.5
36	72	108	2.0
45	90	135	2.5
54	108	162	3.0
63	126	189	3.5
72	144	216	4.0
81	162	243	4.5
90	180	270	5.0
99	198	297	5.5
108	216	324	6.0
117	234	351	6.5
126	252	378	7.0
135	270	405	7.5
144	288	432	8.0
153	306	459	8.5
162	324	486	9.0
171	342	513	9.5
180	360	540	10.0

Lab			
Contact Hours	Homework Hours	Total Learning Hours	Units
27	0	27	0.5
81	0	81	1.5
108	0	108	2.0
135	0	135	2.5
162	0	162	3.0
189	0	189	3.5
216	0	216	4.0
243	0	243	4.5
270	0	270	5.0
297	0	297	5.5
324	0	324	6.0
351	0	351	6.5
378	0	378	7.0
405	0	405	7.5
432	0	432	8.0
459	0	459	8.5
486	0	486	9.0
513	0	513	9.5
540	0	540	10.0

Guide for 5 year course review or course modifications

Prework: Have a copy of department minutes approving the course submission with any changes noted.

Keep in mind if there is an honor's or cross listed version, any modifications will need to take place on all versions.

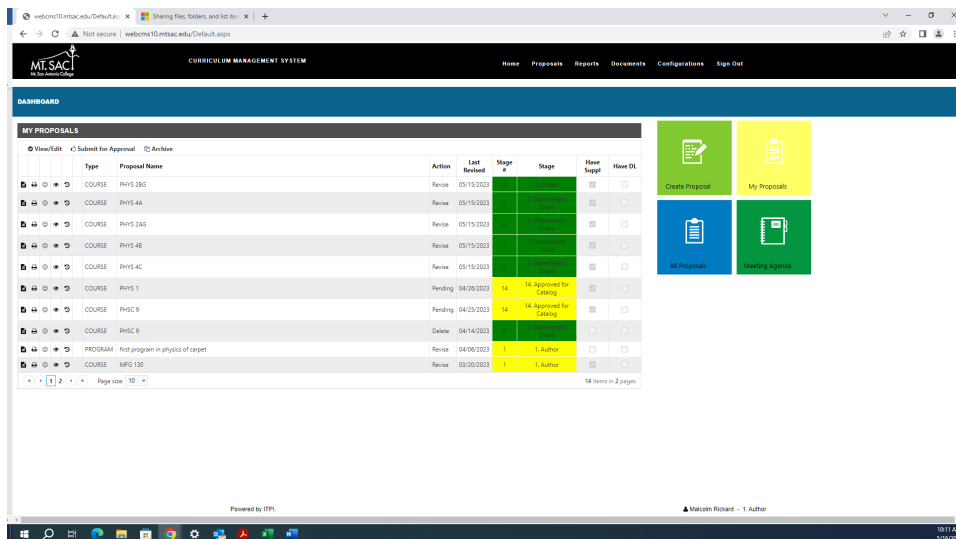
Also: any change to course prefix, number or units will require modification of all programs on which the course appears.

If there's any question that the topics are changing enough that there may begin to be course overlap with another department, do reach out to the other department for consultation. Document any discussion.

WebCMS:

You probably have your webcms account and are ready to log in and get started.

<http://webcms10.mtsac.edu/Login.aspx>



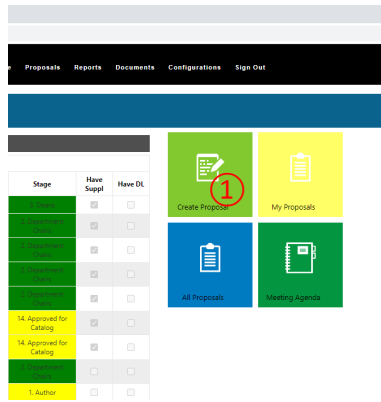
When you log in, your home dashboard should look like this, probably with fewer proposals. Maybe with none at all.

Most important tip: **keep the number of WebCMS tabs to just two. One for your home or my proposals, one for editing.**

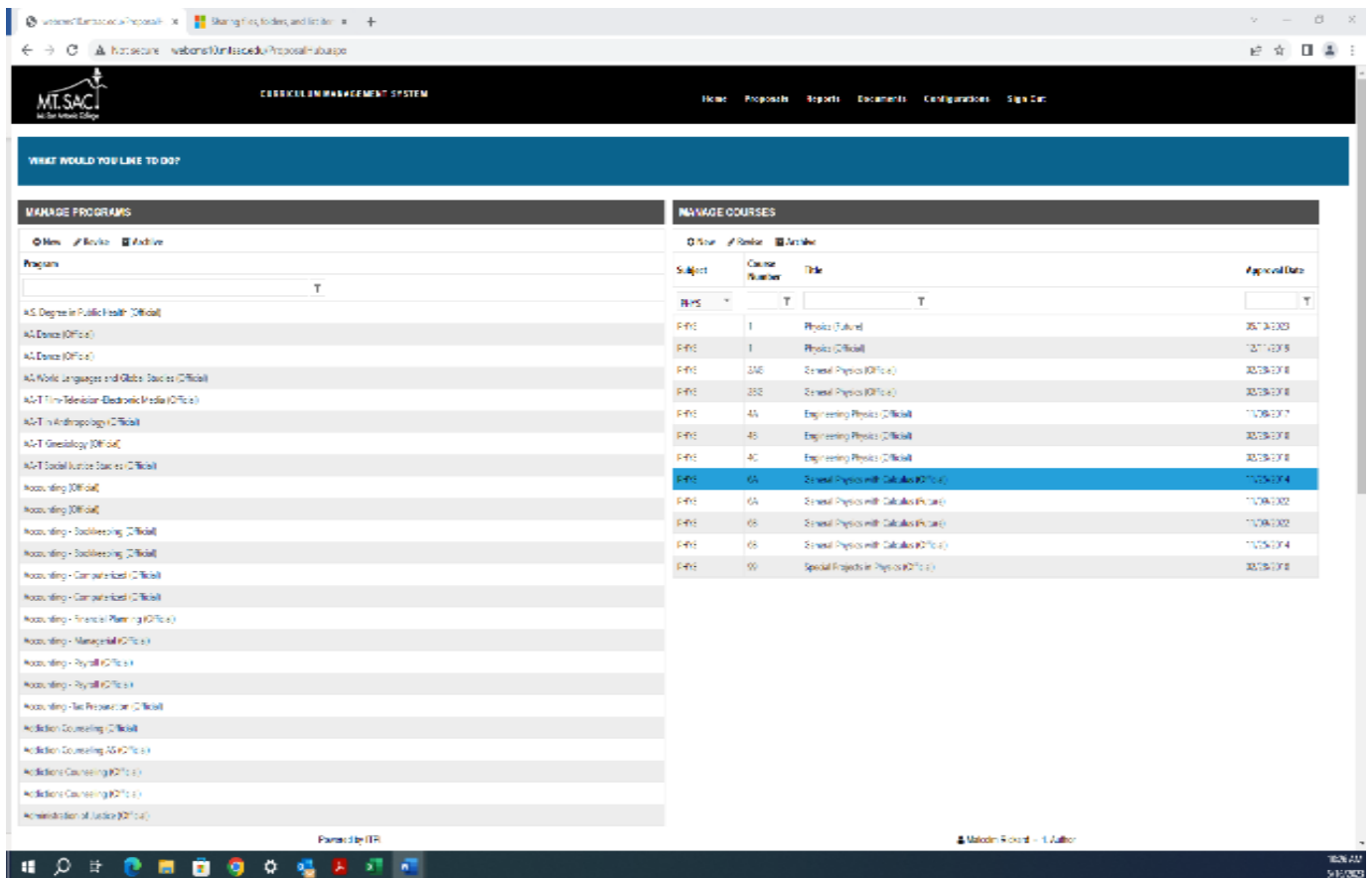
2nd most important tip: **Save your work frequently.**

Suppose you wish to submit a course for simple five year review, here's how:

- 1) Click Create Proposal **1**

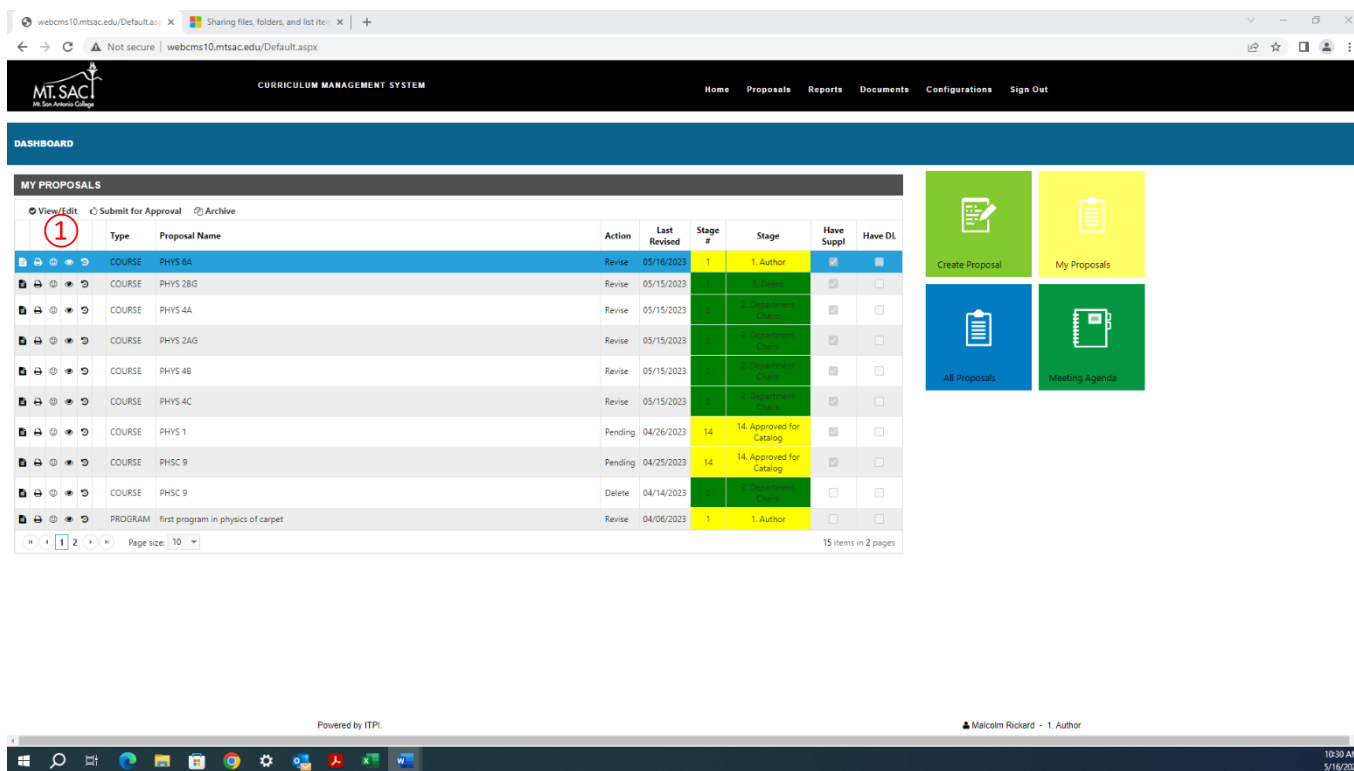
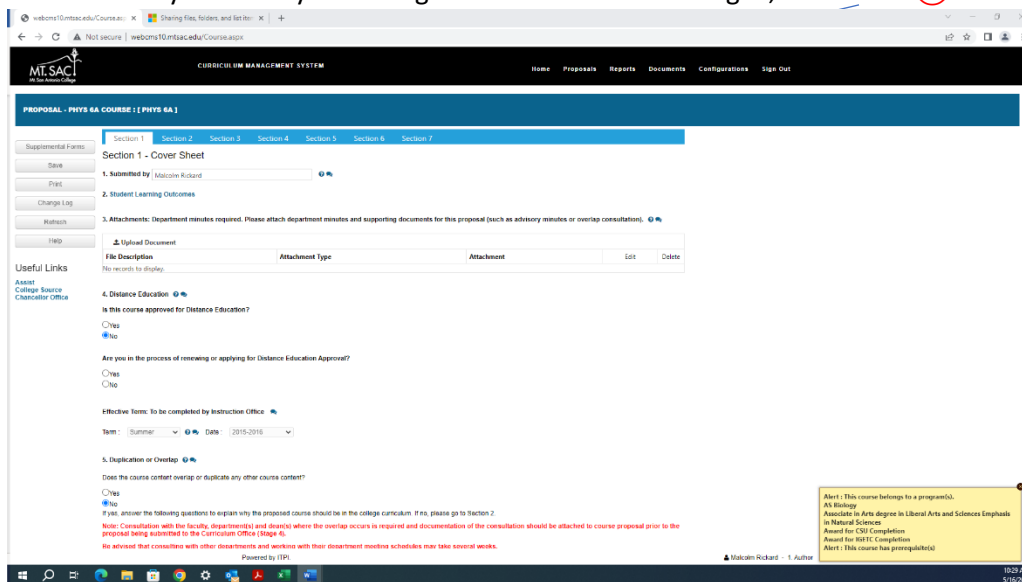


2) In MANAGE COURSES, find the course you wish to submit (PHYS 6A in my example).



Highlight the course and click Revise.

This will take you directly to editing the course. Before diving in, click Home ¹.



Your proposal will be on your list with the action 'Revise', no changes in stage 1. Proposals in stage 1 are only visible to you, the author (also the coffee administrator account).

Most of the proposals are copied from the existing COR, however there are some essential updates. Here's how to make the updates before submitting to stage 2.

Making required minimal updates:

Select the course and click View/Edit ①. This will reopen the editing tab. Remember, keep only one editing tab open at a time.

Section 1 is where you will upload the latest department minutes approving the submission of the course.

The screenshot shows the 'Section 1 - Cover Sheet' of a course proposal in the Curriculum Management System. The page includes a navigation bar with sections 1 through 7. Section 1 is selected. The page contains several sections: 'Submitted by' (Malcolm Rickard), 'Student Learning Outcomes', 'Attachments' (Department minutes required), 'Upload Document' (with a pull-down menu for 'Attachment Type' set to 'Department Minutes'), 'Distance Education' (with radio buttons for 'Yes' and 'No'), and 'Effective Term'. A red circle ① highlights the 'Department Minutes' option in the pull-down menu. A red circle ② highlights the 'Save' button on the left side of the page.

Do select 'Department Minutes' from the pull-down menu ①, but you may leave File Description blank unless there's something worth remarking.

Distance Learning:

If you are continuing distance learning in 2023, you will need to resubmit. The DL Amendment form link is essential for that. For more information on the process, visit: <https://www.mtsac.edu/dlc/dl-forms.html>

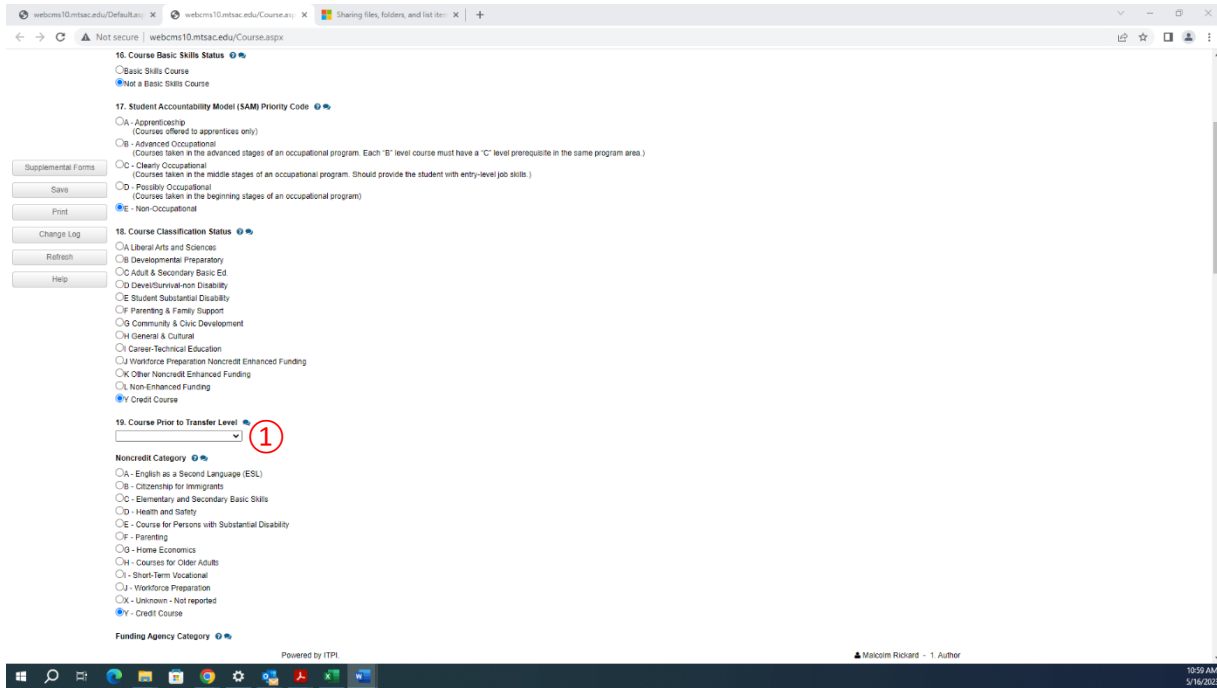
Section 2 should be completely filled and correct. If you make changes to the name or number, any program on which this course appears will need to be modified.

Do verify that it is correct and the correct Discipline is checked.

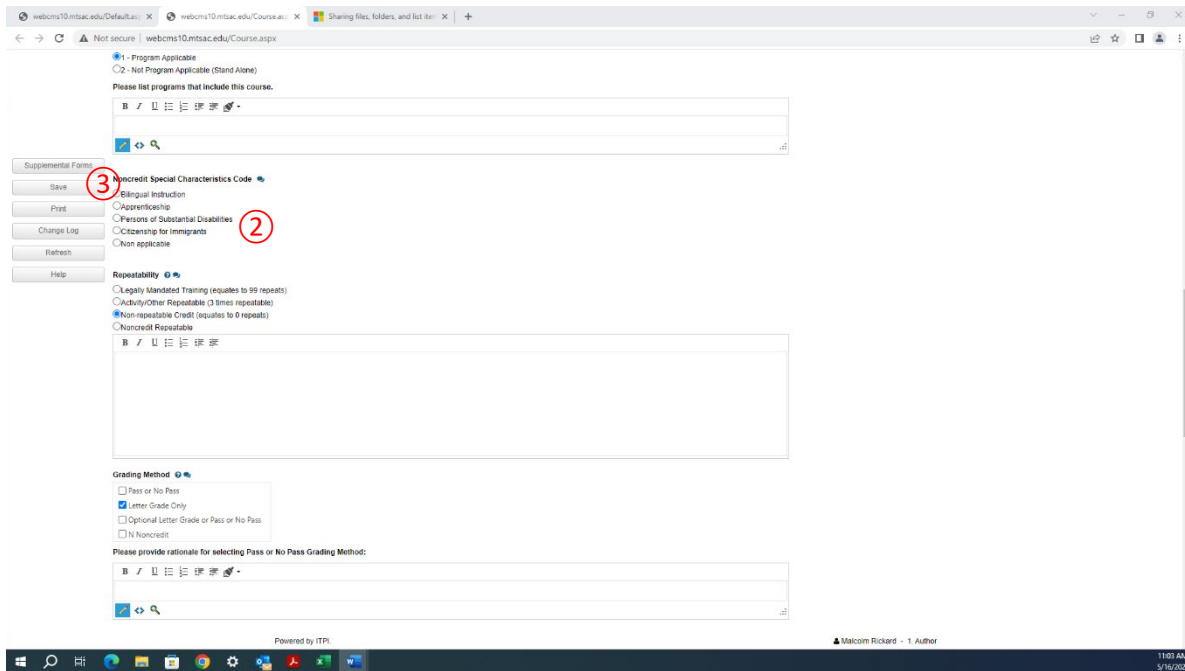
Save your proposal ②.

Section 3 has some new fields:

#19 click Y – Not Applicable ①.



Noncredit Special Characteristics Code (noncredit only) ②: Check appropriate



Save your proposal ③.

Honors, cross listing, mirrored versions ① ② ③: Check these appropriately (along with the honors course version question that may appear)

The screenshot shows a web browser window displaying the 'Course.aspx' page on 'webcoms10.mtsac.edu'. The page contains several sections for course configuration:

- Grading Method:** Radio buttons for 'Pass or No Pass', 'Letter Grade Only', and 'Optional Letter Grade or Pass or No Pass'.
- Credit by Exam:** Radio buttons for 'Allowed' and 'Not Allowed'.
- Supplemental Forms:** A 'Save' button is circled with a red '4'.
- Experience:** Radio buttons for 'Part of co-op work experience education program' and 'Not part of co-op work experience education program'.
- Is this an honors course?:** Radio buttons for 'Yes' (circled with a red '1') and 'No'.
- Is this a cross listed course?:** Radio buttons for 'Yes' (circled with a red '2') and 'No'.
- Is this credit/noncredit mirrored course?:** Radio buttons for 'Yes' (circled with a red '3') and 'No'.
- Course Support Course Status:** Radio buttons for 'Coding: S Course is a support course' and 'Coding: N Course is not a support course'.
- Sports/Physical Education Course:** Radio buttons for 'Yes' and 'No'.

An error message box in the bottom right corner lists the following errors:

- Upload Appropriate Attachments - Section 1
- Provide Course ID - Section 2
- Provide Division - Section 2
- Select Course Program Status - Section 3
- Select Grading Method - Section 3
- Cross Listed Course Selection Must Be Answered - Section 3
- Credit/Noncredit Mirrored Course Selection Must Be Answered - Section 3

The message concludes with 'Course information was successfully updated.'

Save your proposal ④.

Change hours and units in section 4 if chosen. Refer to Hours and Units on page 34.

Skip section 5 presently.

Section 6 should be the same except for the Representative Textbooks. Update the representative textbook edition, if any. You may wish to add a low cost Online Educational Resource or other equity minded resources. The listed texts are not required for use. For credit courses for transfer, it is required to have a representative textbook that are less than 5 years old. You may also make small changes to the topics

(Assignments should be directly related to the objectives of the course. They should be specific enough to provide real guidance to faculty and clear expectations for students. Descriptions of the type or examples of assignments are required. For example, rather than "term paper" state "term paper comparing and contrasting the social aspects of hunting tactics of two mammal species." This section must establish that the work is demanding enough in rigor and independence to fulfill the credit level specified. The nature of the assignments must clearly demand critical thinking. Assignments should be adequate to assure that students who successfully complete them can meet the objectives of the course. Appropriate out-of-class work is required for credit courses.)

32. Representative Textbooks

Supplemental Forms

Save **1** Print Change Log Refresh Help

Textbook	Edition	Online Education Resource URL
Author: Randall Knight Title: Physics for Scientists and Engineers: A Strategic Approach with Modern Physics Edition: 3 Publisher: Pearson Publication Year: 2013		
Author: Halliday, Resnick, Walker Title: Short answer questions in which students answer questions involving concepts in physics or explain observations from their lab activities Edition: 10 Publisher: Wiley Publication Year: 2014		
Author: Malcolm Rickard Title: General Physics with Calculus Lab Manual Edition: Publisher: Day and Nite Publishing Publication Year: 2015		
Author: Various Title: College Physics Edition: 1st Publisher: Openstax Publication Year: 2023 Online Education Resource URL: https://openstax.org/details/books/college-physics		
Author: Urone and Hinrichs Title: College Physics Edition: 1st Publisher: Publication Year: 2022 Online Education Resource URL: https://openstax.org/details/books/college-physics		

If all representative textbooks are more than 5 years, please provide rationale for not selecting a more recent representative textbook:

Powered by ITP | Malcolm Rickard - 1 Author | 3:28 PM 5/15/2023

Save your proposal **1**.

New field on section 7:

34. ...new or additional General Education ①.

Select No unless you are requesting *new* or *additional* GE. Existing GE will remain. If requesting new or additional GE, fill out the appropriate supplemental form

The screenshot shows the MTSAC Curriculum Management System interface. At the top, there is a navigation bar with links for Home, Proposals, Reports, Documents, Configurations, and Sign Out. Below this is a header for 'COURSE : [6A]' with tabs for Section 1 through Section 7. The 'Section 7' tab is active. On the left side, there is a 'Supplemental Forms' menu with options: Save (circled in red with a '2'), Print, Change Log, Refresh, and Help. The main content area is titled 'Section 7 - Course Certifications'. It contains question 33: 'Are you requesting the course to transfer to CSU or UC?' with 'Yes' and 'No' radio buttons. Below this is question 34: 'General Education'. It asks 'Are you requesting the course be considered for new or additional General Education?' with 'Yes' and 'No' radio buttons. The 'No' radio button is circled in red with a '1'. Below question 34, there is a section for 'What CSU General Education Area are you requesting?' with a list of checkboxes: A-1 Oral Communication, A-2 Written Communication, A-3 Critical Thinking, B-1 Physical Sciences (checked), B-2 Biological Sciences, B-3 Laboratory Activity (checked), B-4 Mathematics, C-1 Arts, C-2 Humanities, D - Social Science, E - Lifelong Learning and Self Development, and F - Ethnic Studies. At the bottom, there is a section for 'What Intersegmental General Education Transfer Curriculum (IGETC) Area are you requesting?' with checkboxes for 1A English Communication, 1B Critical Thinking, and 1C Oral Communication. The footer of the page includes 'Powered by ITP' and 'Malcolm Rickard - 1 Author'.

The rest of section 7 should be the same as the existing course and correct.

Save your proposal ②.

Requisites:

Return to section 5.

Supplemental Forms

Section 5 - Prerequisites

Save

Print

Change Log

Refresh

Help

REQUISITES FOR: 6A - GENERAL PHYSICS WITH CALCULUS

+

Add new record

✖

Cancel

Type

Course

And/Or

Prerequisite

MATH 180 Calculus and Analytic Geometry

Please provide Preconditions of Enrollment Justification Notes/Comments.

SEARCH COURSES

Subject	Course Number	Title	Status
AABS	1	Introduction to Black Studies	Official
AABS	35	African American/Black Politics	Official
AABS	876		Proposal
ACCS	25	Language Development for Deaf Students in ASL and English	Official
ACCS	26	Language Enhancement for Deaf Students in ASL and English	Official
ACCS	30	Academic Success Strategies for Students with Disabilities	Official
ACCS	31	Memory Strategies for Students with Disabilities	Official
ACCS	32	Technology for Students with Learning Related Disabilities	Proposal

The requisites in the left should be correct but if you wish to make changes, check the appropriate box(es) ①. Select the desire courses from the Search Course box using the subject drop down column ② and drag the course to the Requisites box ③. Requisites can be remove using the trash icon. Don't forget to select Type and And/Or for multiple requisites. Save requisite changes by using the save button in the requisites box ④ and the save button in the menu on the left ⑤. Any changes need to be reflected in dept. minutes and you do need a new content review form for every requisite even if you choose to maintain the same requisite/s. You can find the form under the Supplemental Forms button on the menu on the left.

Save your proposal. ⑤

The Content Review Form:
Click Supplemental Forms ①:

The screenshot shows the 'CURRICULUM MANAGEMENT SYSTEM' interface. At the top, there are navigation tabs for Section 1 through Section 7. A red circle highlights the 'Supplemental Forms' button in the top left. Below this, the 'Section 5 - Prerequisites' form is displayed. The form includes a 'Save' button, a 'Print' button, and a 'Change Log' button. There are also checkboxes for 'Adding prerequisites, corequisites or advisories', 'Maintaining prerequisites, corequisites or advisories', 'None', and 'Removing prerequisites, corequisites or advisories'. The main content area is divided into two sections: 'REQUISITES FOR: 6A - GENERAL PHYSICS WITH CALCULUS' and 'SEARCH COURSES'. The 'REQUISITES FOR: 6A - GENERAL PHYSICS WITH CALCULUS' section has a form for adding a new record with fields for 'Type', 'Course', and 'And/Or'. The 'SEARCH COURSES' section is a table with columns for 'Subject', 'Course Number', 'Title', and 'Status'. The table contains several rows of course information.

Subject	Course Number	Title	Status
AABS	1	Introduction to Black Studies	Official
AABS	35	African American/Black Politics	Official
AABS	676		Proposal
ACCS	25	Language Development for Deaf Students in ASL and English	Official
ACCS	26	Language Enhancement for Deaf Students in ASL and English	Official
ACCS	30	Academic Success Strategies for Students with Disabilities	Official
ACCS	31	Memory Strategies for Students with Disabilities	Official
ACCS	32	Technology for Students with Learning Related Disabilities	Proposal

If you're lucky the Content Review Form is present and complete.

The screenshot shows the 'SUPPLEMENTAL DOCUMENTS' page. At the top, there are navigation tabs for 'Home', 'Proposals', 'Reports', 'Documents', 'Configurations', and 'Sign Out'. Below this, there is a 'Supplemental Documents' section with a 'Modify' button and a 'Delete' button. The main content area is a table with columns for 'Supplemental', 'SupplementalComments', and 'Last Revised'. The table contains several rows of document information. The 'Content Review Form' row is highlighted in blue.

Supplemental	SupplementalComments	Last Revised
Articulation Matrix	CSU San Bernardino is on a quarter system, so our 6A+6B= 3 of their quarters. There are no UC's on the drop-down menus.	9/5/2014 11:26:45 AM
Class Size	This course is a calculus-based version of our PHYS 2AG course. Some community colleges teach it, and others do not.	5/27/2014 7:31:30 PM
CSU Baccalaureate	The course content mirrors that of courses at several UC's and CSU's.	6/1/2014 9:54:30 PM
Content Review Form	Math 180 is a prerequisite for the equivalent course to this one at many universities. Each of the Measurable Objectives for Math 180 actually includes several sub-objectives. While not every single sub-objective is required, there is a required sub-objective among each of the five listed below that is required as a foundational skill for the proposed PHYS 6A course.	5/25/2014 11:26:07 PM
General Education	This course covers the breadth of Physics including motion, force, energy, rotation, thermodynamics, fluids, oscillations and waves. It provides a fundamental physical understanding of the operation of the world.	5/26/2014 9:52:23 AM

But suppose it isn't, or you need one for a new requisite.

Creating and completing a Content Review Form (CRF)

The screenshot shows a web browser window displaying the MT SACI Curriculum Management System. The page title is "SUPPLEMENTAL DOCUMENTS". Below the title, there is a dropdown menu for "Add Supplemental Form" with "Articulation Matrix" selected. The main content area is a table with three columns: "Supplemental", "SupplementalComments", and "Last Revised".

Supplemental	SupplementalComments	Last Revised
Articulation Matrix	CSU San Bernardino is on a quarter system, so our 6A+6B= 3 of their quarters. There are no UC's on the drop-down menus.	9/5/2014 11:26:45 AM
Class Size	This course is a calculus-based version of our PHYS 2A0 course. Some community colleges teach it, and others do not.	5/27/2014 7:31:30 PM
CSU Baccalaureate	The course content mirrors that of courses at several UC's and CSU's.	6/1/2014 9:54:30 PM
General Education	This course covers the breadth of Physics including motion, force, energy, rotation, thermodynamics, fluids, oscillations and waves. It provides a fundamental physical understanding of the operation of the world.	5/26/2014 9:52:53 AM

At the bottom of the browser window, the taskbar shows the system tray with the text "Powered by ITPL" and "Malcolm Rickard - 1 Author". The system clock indicates the time is 3:56 PM on 5/16/2023.

Part of the CRF is the Measurable Objectives from the requisite course. Before starting the form, here's how to get those.

On a different browser open Public Access in WebCMS (<http://webcms10.mtsac.edu/PublicAccess.aspx>) to view the COR of the requisite course. Use this to copy the Measurable Objectives into the CRF

MT. SAC
Mt. San Antonio College

CURRICULUM MANAGEMENT SYSTEM

PUBLIC ACCESS

Course Outlines
Program Outlines

COURSE OUTLINES

Student Learning Outcomes

Select an Academic Year : 2022-2023

Subject	Course Number	Course Title	Approval Date	Status
M...	18		From: <input type="text"/> To: <input type="text"/>	All
MATH	18A	Support Topics for Calculus I	11/04/2020	Official
MATH	18A	Support Topics for Calculus I	05/10/2023	Future Official
MATH	18B	Support Topics for Calculus II	12/16/2020	Official
MATH	18B	Support Topics for Calculus II	05/10/2023	Future Official
MATH	180	Calculus and Analytic Geometry	12/08/2021	Official
MATH	180	Calculus and Analytic Geometry I	04/12/2023	Future Official
MATH	181	Calculus and Analytic Geometry	04/10/2019	Official
MATH	181	Calculus and Analytic Geometry II	11/09/2022	Future Official

Disclaimer:
Mt. SAC is in the process of making all electronic media on this page (and throughout the website) comply with WCAG Accessibility Standards. Please contact Krupa Patel at kpate137@mtsac.edu if you need an alternate version of the official program or course.

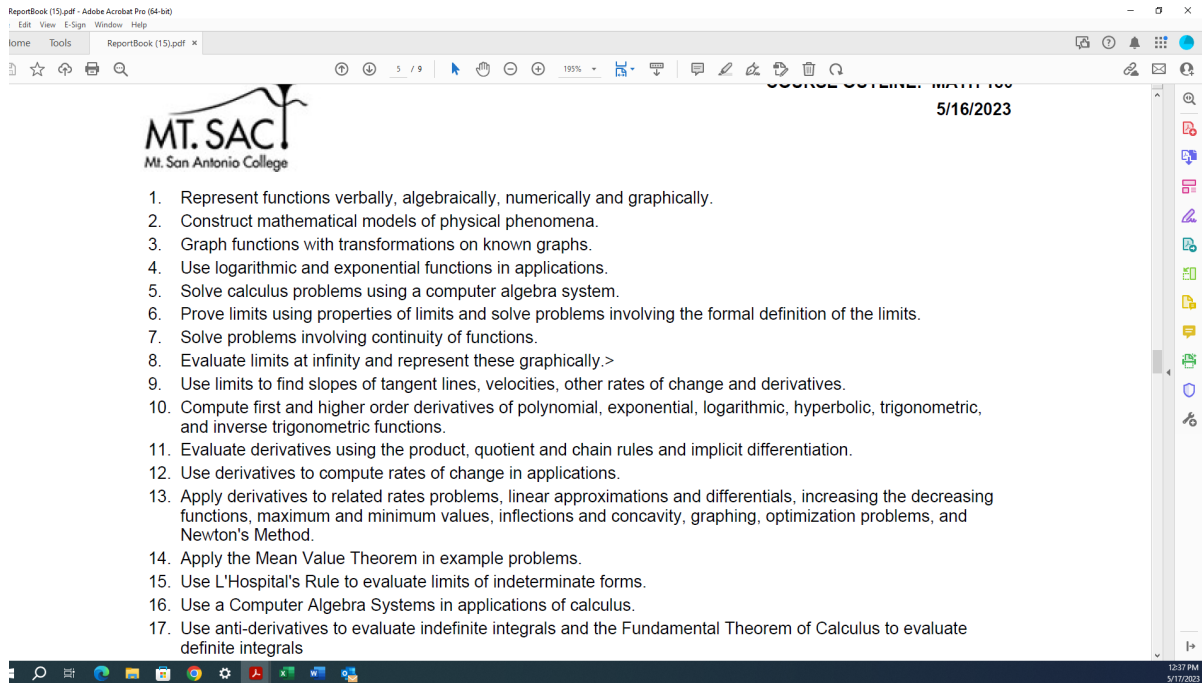
Powered by ITPI.

USDJPY -0.55%

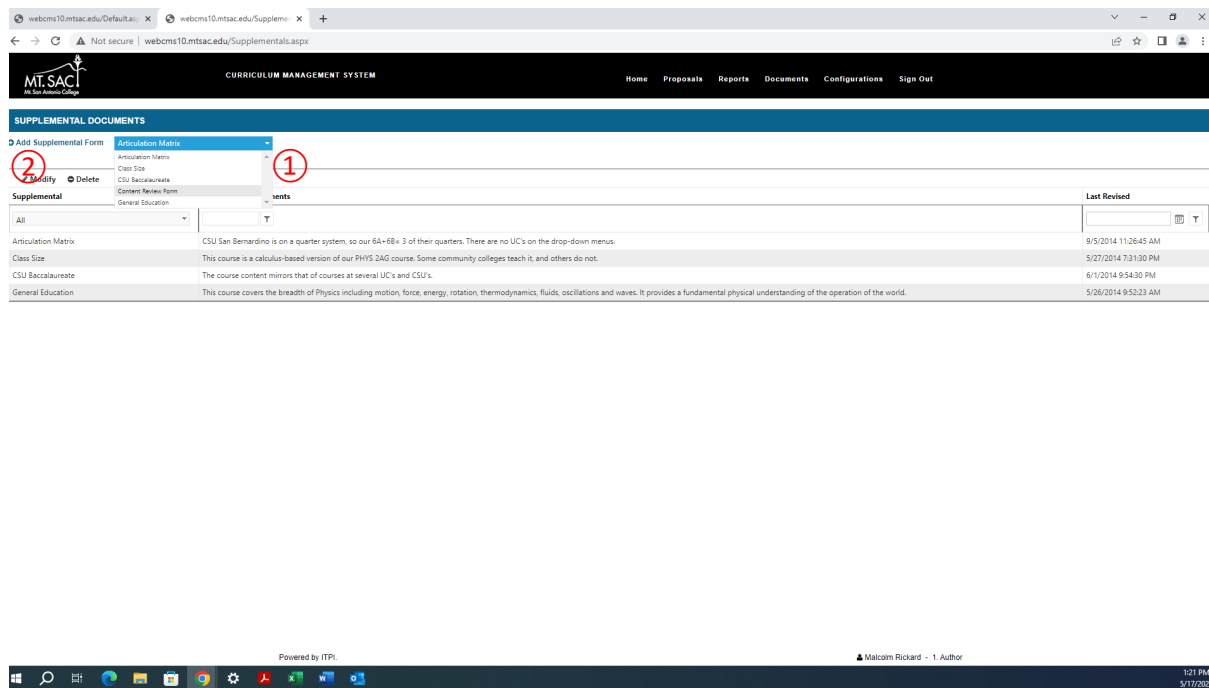
Search

8:27 AM 5/20/2023

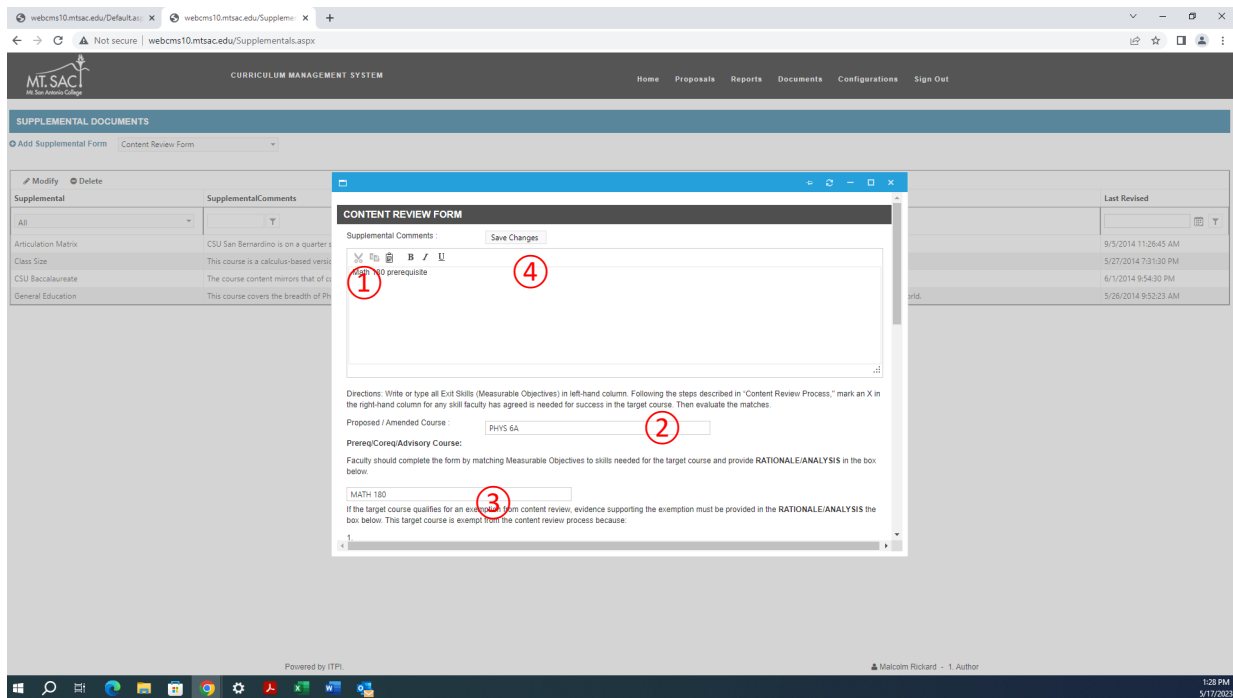
Select the Official version and click the printer icon ①.



Close the course tab, return to home on the home tab, open your target course in an editing tab (View/Edit) and click Supplemental Forms again.



Select Content Review Form ① from the pull down menu and click Add Supplemental Form ②.



In Supplemental Comments ① write the prereq course and the Type, prerequisite, Corequisite, Advisory, etc.

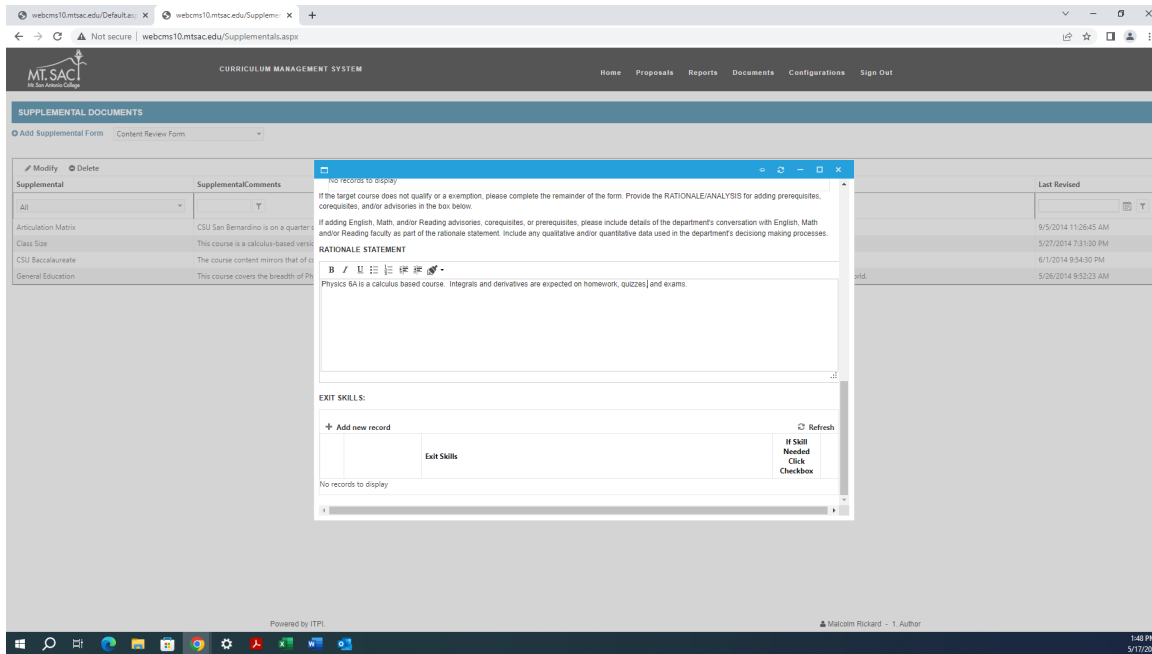
In Proposed / Amended Course ②: Write the course you are editing

In Prereq/Coreq/Advisory Course ③: Write the prereq.

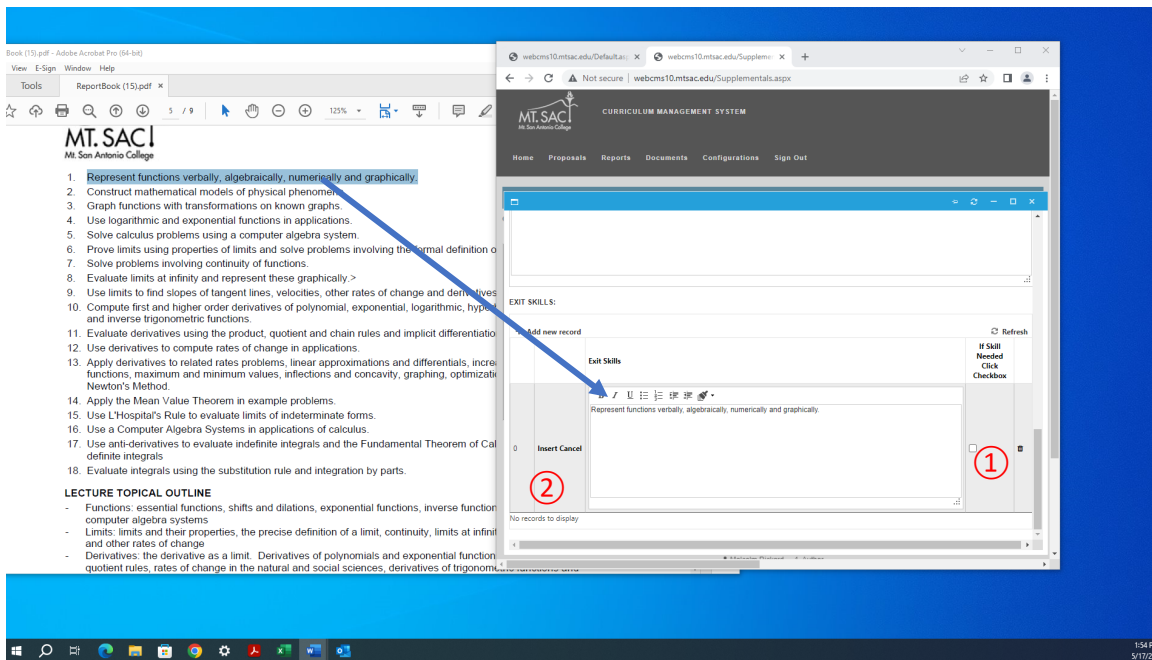
Save the document changes ④.

The checkboxes 1., 2., 3., and 4. below that most likely do not apply. You would know if they did.

In the RATIONALE STATEMENT, write a short comment of why the course is required.



Now for the copying and pasting. Click Add new record. Copy a measurable objective from the PDF of the course outline you have open and paste it into the textbox.

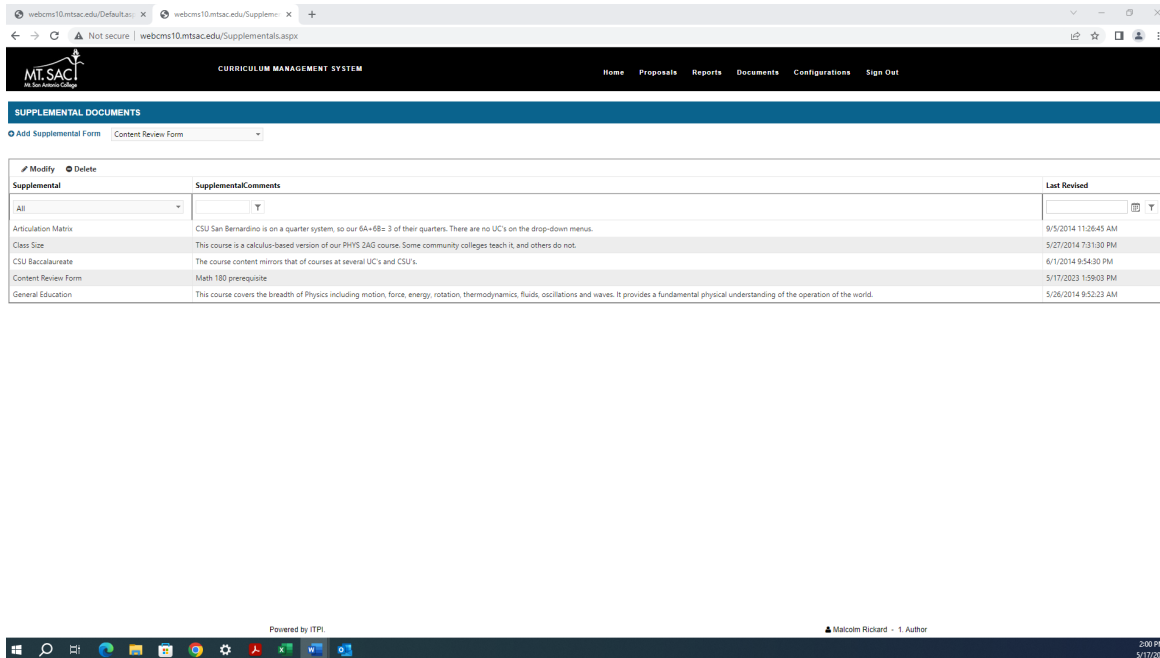


Check the box ① if the MO is a Needed Skill. Click Insert ②.

Save the form changes. And repeat.

All the measurable objectives will be copied into the form. Hard prerequisites will have them all checked. Advisories and corequisites, not necessarily all.

When your done editing the form, close the form but there's no Save Proposal button in the SUPPLEMENTAL DOCUMENTS page.



It's best to just close the tab. After that, it's a good idea to reopen the course, open SUPPLEMENTAL DOCUMENTS to verify that the Content Review form is there. But at this point you should be done with any editing.

When you Submit for Approval by your department chair do make comments in Notes ①:

The screenshot displays the Curriculum Management System (CMS) interface. A modal dialog box titled "SUBMIT PROPOSAL TO NEXT STAGE" is open, prompting the user to provide additional information (notes) for a proposal that has errors. The dialog box contains the following text:

Proposals to be submitted.
6A (This proposal has errors and cannot be submitted to the next stage.)
Please provide any additional information (notes) that you wish to attach to the proposal. These notes will be visible on the proposal's audit trail.
When you have finished, click 'Submit'.
Notes:
Textbook updated.

A red circle with the number 1 is drawn around the "Notes" field, indicating where the user should enter their comments. The background shows a list of proposals with columns for Type and Proposal Name.

That's it. You've done it. Good work, congratulations.

Deleting a proposal in WebCMS stage 1:

This is useful if you have a cluttered folder of proposals. This is not inactivation. This does not affect the catalog or Banner.

Dashboard showing a list of proposals. The table includes columns for Type, Proposal Name, Action, Last Revised, Stage #, Stage, Have Suppl, and Have DL. A red circle highlights the 'My Proposals' button in the top right navigation area.

Click My Proposals ①.

Highlight the course you wish to delete and click the X in the Delete column ②.

Dashboard showing a list of proposals. The table includes columns for Type, Proposal Name, Division, Department, Action, Last Revised, Stage #, Stage, Have Suppl, Have DL, and Delete. A red circle highlights the 'Delete' column (marked with an X) for the first proposal (6A).

Click OK and that's all.

Guide for New Courses

Prework: Have a copy of the department minutes approving the creation of the course(s). Go through the 5-year review at least once. Unless you are an experienced author, it is recommended that the format be modelled on an existing MtSAC course, preferably in your department. It is also a good idea to copy the content from an existing course from outside MtSAC.

Important: with the exception of support courses and independent study, all courses are on at least one program as a requirement or elective. New courses only go on the EDC agenda along with the program to which they will belong.

For this example, a new course will be created in the format of PHYS 4A from MtSAC with the content of Physics 17 from UCLA.

Grab the pdf Course Outline Record for the model format from the WebCMS public view.

MT. SAC
Mt. San Antonio College

COURSE OUTLINE: PHYS 4A
8/29/2023

PROPOSED EFFECTIVE TERM:	Fall 2024
SECTION 1 - COVER SHEET	
COURSE CURRICULUM TYPE:	Credit
SUBMITTED BY:	Malcolm Rickard
APPROVED FOR DISTANCE EDUCATION:	No
COURSE CONTENT DUPLICATION OR OVERLAP:	No

Note: Consultation with the faculty, department(s) and dean(s) where the overlap occurs is required and documentation of the consultation should be attached to course proposal prior to the proposal being submitted to the Curriculum Office (Stage 4).

SECTION 2 - Course Identification

COURSE ID:	PHYS 4A
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For the content, find the course description and a syllabus if possible.

17. Modern Physics

Units: 4.0

Lecture, three hours; discussion, one hour. Requisites: courses 1A, 1B, and 1C (or 1AH, 1BH, and 1CH). Corequisite: course 32. Photons, black-body radiation, photoelectric effect, uncertainty principle, Bohr atom, Schrödinger equation, hydrogen atom, and selected topics in atomic, solid-state, nuclear, and particle physics. P/NP or letter grading.

UCLA Syllabus Physics 17.pdf - Adobe Acrobat Pro (64-bit)

File Edit View E-Sign Window Help

Home Tools 2022_23_Mt_San... DEI in Curriculum: ... California Commun... Program and Cours... UCLA Syllabus Phy... x

3 / 3 100%

Course Schedule

Due to the fast pace of our class it would benefit you to read the appropriate section in the book **before** you come to class. If you have not read the section, then you will fall behind. The reading schedule for the class is as follow (numbers refer to section numbers in Serway):

Date	Day	Topic	Reading	Due
Monday, January 04, 2016	Day 1	Introduction, review of Classical Physics and Electromagnetism		
Wednesday, January 06, 2016	Day 2	Light as an EM wave, blackbody radiation	3.1-3.2	
Friday, January 08, 2016	Day 3	Laws of Rayleigh-Means and Planck, photo-electric effect	3.3-3.5	
Monday, January 11, 2016	Day 4	Compton effect, particle wave duality	3.5-3.6	
Wednesday, January 13, 2016	Day 5	Atoms and their composition	4.1-4.2	HW 1
Friday, January 15, 2016	Day 6	The Bohr atom	4.3	
Monday, January 18, 2016	Day 7	Holiday		
Wednesday, January 20, 2016	Day 8	Bohr's correspondence principle	4.4-4.5	HW 2
Friday, January 22, 2016	Day 9	De-Broglie wavelength, Davisson-Germer Expt	5.1-5.2	
Monday, January 25, 2016	Day 10	Wave groups, Uncertainty principle	5.3-5.5	
Wednesday, January 27, 2016	Day 11	Wave particle duality, electron double slit expt.	5.6-5.8	HW 3
Friday, January 29, 2016	Day 12	Midterm #1		

The syllabus can serve as topic source and the textbook will also have reasonable sample assignments.

Now to WebCMS.

Like you did for the 5 year review, get to the Create Proposal page. This time click 'New' ①.

The screenshot shows the 'MANAGE COURSES' interface. At the top, there are navigation links: Home, Proposals, Reports, Documents, Configurations, and Sign Out. Below this is a 'MANAGE COURSES' header with buttons for 'New', 'Revise', and 'Archive'. The 'New' button is circled in red with a '1' next to it. Below the header is a table with columns for 'Subject', 'Course Number', and 'Title'. The table contains the following data:

Subject	Course Number	Title
AABS	1	Introduction to Black Studies (Official)
ACCS	25	Language Development for Deaf Students in ASL and English (Official)
ACCS	26	Language Enhancement for Deaf Students in ASL and English (Official)
ACCS	30	Academic Success Strategies for Students with Disabilities (Official)
ACCS	31	Memory Strategies for Students with Disabilities (Official)
ACCS	33	Strategies for Success in Math for Students with Disabilities (Official)
ACCS	34	Writing Strategies (Official)
ACCS	ELL01	Lifelong Learning for Adults with Disabilities (Official)
ACCS	ESL25	Language Development for Deaf Students in ASL and English (Official)
ACCS	IAP	Interacting with Emergency Personnel and Authorities (Official)
ACCS	IBSID	Introduction to Banking for Students with Intellectual Disabilities (Official)
ACCS	ILCS	Independent Living Skills - Consumer Skills (Official)
ACCS	ILHFS	Independent Living Skills - Health and Fitness Skills (Official)
ACCS	ILMS	Independent Living Skills - Money Skills (Official)
ACCS	ILPLS	Independent Living Skills - Practical Living Skills (Official)
ACCS	ILSBB	Independent Living Skills - Basic Budgeting and Money Management (Official)
ACCS	ILSD	Independent Living Skills - Self Determination (Official)
ACCS	ILSHS	Independent Living Skills - Human Sexuality (Official)
ACCS	ILSPC	Independent Living Skills - Personal Care (Official)
ACCS	ILSRR	Independent Living Skills - Romantic Relationships (Official)

A course editing window will open. Select the 'Section 2' tab and click the 'Credit' or 'Noncredit' button.

The screenshot shows the 'Section 2 - Course Identification' editing window. The 'Section 2' tab is selected. On the left, there are buttons for 'Supplemental Forms', 'Save', 'Print', 'Change Log', 'Refresh', and 'Help'. Below these are 'Useful Links' for 'Assist', 'College Source', and 'Chancellor Office'. The main form contains the following fields and options:

- 6. Course Curriculum Type: Credit, Noncredit
- 7. Course ID: [Dropdown menu]
- 8. Course Title (FULL): [Text input field]
- 9. Course Division: [Dropdown menu]
- 10. Course Department: [Dropdown menu]
- 11. Course Subject: [Dropdown menu]
- 12. Discipline (Optional for Noncredit): [List of disciplines with checkboxes, including Accounting, Adapted Computer Technology, etc.]
- 13. Course Identification Numbering System (C-ID): [Dropdown menu]
- Does the course curriculum align with a Course Identification Numbering System (C-ID) descriptor?: Yes, No

At the bottom, it says 'Powered by ITPL' and 'Malcolm Rickard - 1. Author'.

Give your new course a Course ID and a new, unused Course Number. If you're not sure if the number is new, let it be and it may be corrected later.

Before editing further, click the Save button ① and Home at the top of the page ②.

The screenshot shows the 'Section 2 - Course Identification' form in the MT SAC Curriculum Management System. The form includes the following fields and options:

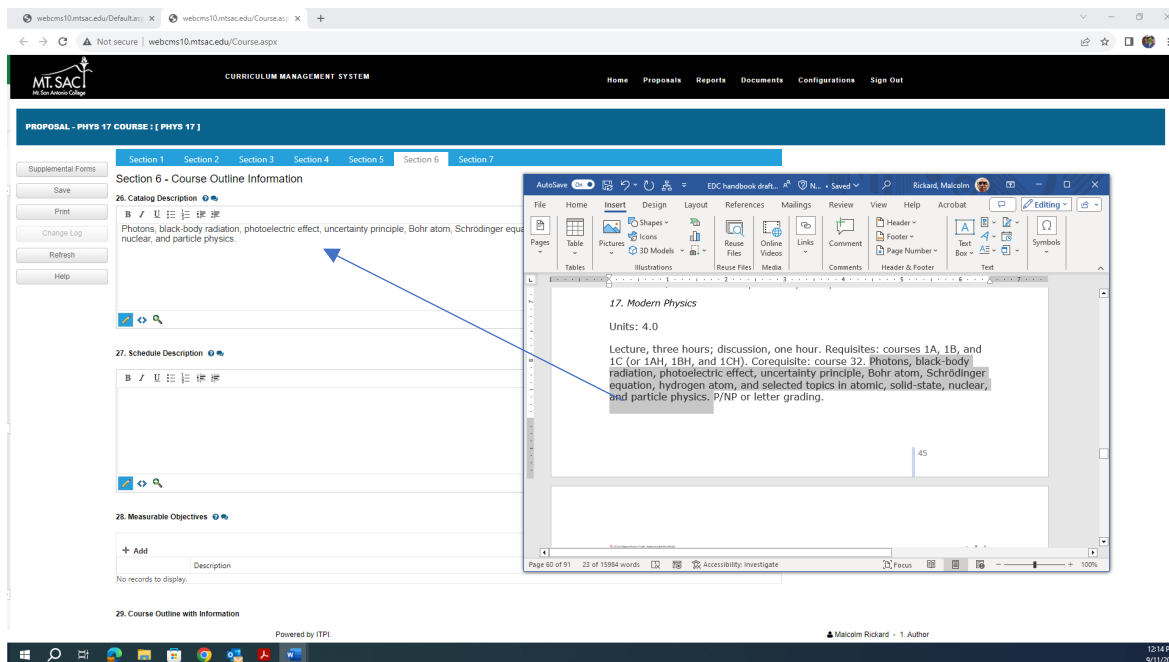
- Supplemental Forms:** Save (circled in red with '1'), Print, Change Log, Refresh, Help.
- Section 2 - Course Identification:**
 - 6. Course Curriculum Type: Credit (selected), Noncredit.
 - 7. Course ID: PHYS
 - 8. Course Title (FULL):
 - 9. Course Division: (dropdown menu)
 - 11. Course Subject: Physics
 - Course Number: 17
 - Course Title (SHORT):
 - 10. Course Department: (dropdown menu)
 - 12. Discipline (Optional for Noncredit):
 - Accounting
 - Adapted Computer Technology; Disabled Students Programs and Services
 - Addiction Paraprofessional Training
 - Administration of Justice
 - Aeronautics
 - African American Studies
 - Agricultural Business and Related Services
 - Agricultural Engineering
 - Taxonomy of Programs (TOP) Code: (dropdown menu)
 - 13. Course Identification Numbering System (C-ID):
 - Does the course curriculum align with a Course Identification Numbering System (C-ID) descriptor?
 - Yes
 - No
 - C-ID Number (<https://c-id.net>)

Your new course will be in your list of My Proposals.

As is described in the 5 year review, select the course and click View/Edit. This will open an editing tab. Section 1, include department minutes, check all the boxes. SLOs do not need to be entered in the WebCMS course proposal.

Follow the Guide for 5 year course review or course modifications on page 35 until you get to section 6.

For the catalog and schedule descriptions in section 5 in this example, the UCLA catalog description is copied.



You may create your own. Refer to Element 1: Catalog Description on page 24. For style guidance. As always, whenever copying text, make sure the text is clean of any hidden HTML codes.

For the Measurable objectives, I'm using the PHYS 4A as a model and Element 3: Course Measurable Objectives on page 25 as a guide the objectives are composed:

	Description
1	Apply concepts of the Bohr model as it pertains to the hydrogen atom.
2	Apply the correct method to determine energy levels of various hydrogen like atoms.
3	Apply quantum mechanics principles in their environments.
4	Interpret graphs comparing: population distributions for Fermions, Bosons, and other particles.
5	Use computational methods to solve the Schrodinger equation for particles in various potential wells.
6	Normalize arbitrary wavefunctions for the time independent Schrodinger equation.

For the lecture topical outline, these topics are found in a UCLA syllabus. Still checking with the style guide on page 25.

	Description
1	Introduction, review of Classical Physics and Electromagnetism
2	Light as an EM wave, blackbody radiation
3	Laws of Rayleigh-Means and Planck, photo-electric effect
4	Compton effect, particle wave duality
5	Atoms and their composition
6	The Bohr atom
7	Bohr's correspondence principle

My example will not have any lab topics.

The Methods of Evaluation I will use 4A as my model.

The screenshot shows a web browser window displaying a course evaluation page. The page is titled "30. Methods of Evaluation" and contains four categories of assignments:

- Category 1. Substantial written assignments for this course include:**
 - 1-3 paragraphs explaining various phenomena in quantum mechanics and thermodynamics.
- Category 2. Computational or non-computational problems solving demonstrations:**
 - Investigate the relationship between energy and wavelength.
 - Determine energy levels for the infinite square well.
 - Investigate energy levels of the hydrogen atom using the Bohr model.
 - Investigate energy levels of the hydrogen atom using the Schrodinger equation.
- Category 3. Skills Demonstrations:**
 - Create velocity distribution plots for various thermodynamic conditions.
 - Create probability distribution plots for particles in various potentials.
- Category 4. Objective Examinations:**
 - Short answer questions in which students will calculate numerical energies, radii, speeds.

At the bottom of the page, it says "31. Sample Assignments" and "Powered by ITPI". The browser's taskbar at the bottom shows the time as 1:27 PM on 9/11/2023.

WebCMS guide for Course Inactivations

From the homepage click 'Create' as you would for modification or creation. Highlight the course you wish to inactivate, this time click 'Archive' ①.

Subject	Course Number	Title	Approval Date
PHYS	1	Physics (Official)	05/10/2023
PHYS	24G	General Physics (Official)	02/28/2018
PHYS	28G	General Physics (Official)	02/28/2018
PHYS	4A	Engineering Physics (Official)	11/08/2017
PHYS	4B	Engineering Physics (Official)	02/28/2018
PHYS	4C	Engineering Physics (Official)	02/28/2018
PHYS	6A	General Physics with Calculus (Official)	11/09/2022
PHYS	6B	General Physics with Calculus (Official)	11/09/2022
PHYS	99	Special Projects in Physics (Official)	02/28/2018

This will create an inactivation proposal in stage 1. Click View/Edit to enter a rationale for deletion.

UPDATE PROPOSAL

This proposal requests the deletion of PHYS 6A

Proposal Author(s): Malcolm Rickard
Division: Natural Sciences Division
Department: Physics and Engineering Department

Rationale for deletion:
This course has not been offered in 5 years.

Buttons: Design, HTML, Preview, Submit

There is nothing more to edit in the proposal, but do maintain department minutes confirming the inactivation. Any programs on which the course appears will need to be modified as well.

Other notes on new or modified courses:

Distance Learning (DL): If you are applying for or maintaining distance learning, submit a distance learning amendment even if there are no changes to the topics. Distance Learning is a separate process. See the DL committee website: <https://www.mtsac.edu/dlc/>

Parity: Lab parity is regularly maintained, but the cycle is four years. The process is separate and does not need EDC approval. There is no Parity committee website. Contact Sylvia Ruano for further information.

Class size: Class size form is required for new courses. Change in class size does not need full curriculum process.

Guide for New Programs or Program Modifications

Creating or modifying programs is a bit advanced. It is recommended that you go through some course modifications before attempting programs.

A complete guide for modifying or creating programs could make a complete manual, too much for this handbook. A common modification, course addition or removal will be described.

Select Create Proposal from your homepage as before. Find and highlight the *program* you wish to modify and click revise.

The screenshot shows the Curriculum Management System (CMS) interface. The top navigation bar includes 'Home', 'Proposals', 'Reports', 'Documents', 'Configurations', and 'Sign Out'. The main content area is divided into two panels: 'MANAGE PROGRAMS' and 'MANAGE COURSES'. The 'MANAGE PROGRAMS' panel has a search bar with 'science' entered and a list of programs. The 'MANAGE COURSES' panel has a table with columns for Subject, Course Number, Title, and Approval Date. The program 'Associate in Arts degree in Liberal Arts and Sciences Emphasis in Natural Sciences (Official)' is highlighted in blue. The course table lists various courses including 'Introduction to Black Studies (Official)', 'Language Development for Deaf Students in ASL and English (Official)', and 'Independent Living Skills - Consumer Skills (Official)'.

Like the course proposal, this will take you to the editing tab. Click Home, highlight the program now on your list and click View/Edit.

Click the Requirements button on the upper left ①.

The screenshot shows the 'PROGRAM INFORMATION' section of the webcms10.mtsac.edu/ProgramForm.aspx page. On the left sidebar, the 'Requirements' button is circled in red and labeled with a circled '1'. The main content area includes fields for 'PROGRAM TITLE', 'ACADEMIC YEAR', 'DIVISION', 'DEPARTMENT', 'DISCIPLINE', 'TOP CODE', 'CIP CODE', and 'SOC CODE'. Below these fields are sections for 'PROGRAM TYPE', 'Upload Department Minutes', and 'PROGRAM UNITS' with minimum and maximum unit requirements.

Here you can delete requirements using the trash icon on the very right hand column, or add requirements by dragging from the course catalog on the left.

The screenshot shows the 'PROGRAM MATRIX' page. On the left is a 'COURSE CATALOG' table with columns for Subject, Course Number, Title, and Status. On the right is a list of course requirements. A blue arrow points from the 'PHYS 17' course in the catalog to the 'PHYS 17' requirement in the list. A blue box at the bottom right contains the text: 'Pre-requisites found: MATH 180 Calculus and Analytic Geometry I'.

When done editing the list. Click the mini Save button at the top of the list, close the tab and save the proposal.

Important: the official Narrative will also need to be similarly edited.

You can find Narratives for official programs from the homepage. Select official data from the reports dropdown menu.

The screenshot shows the 'MY PROPOSALS' table with columns: Action, Last Revised, Stage #, and Stage. A dropdown menu is open over the 'Reports' tab, listing options like Meeting Agenda, Query, Out of Compliance Courses, Official Data, Learning Outcomes, Prerequisites Tracking, Articulation Report, Substantive Change Report, and ITS Report. The 'Official Data' option is highlighted.

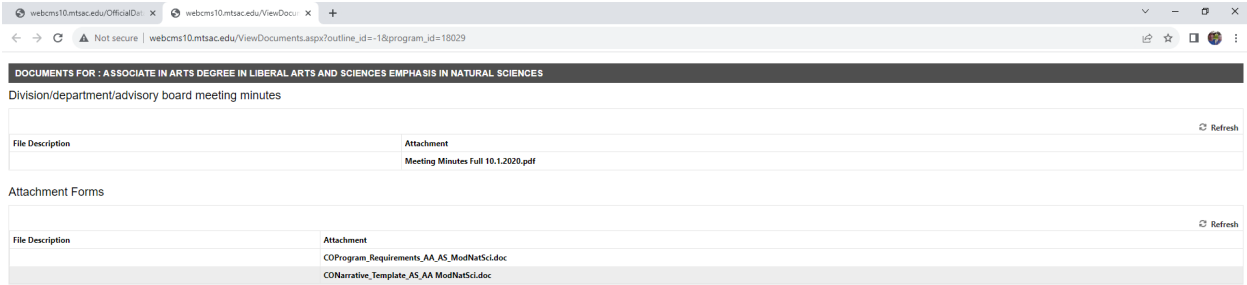
Action	Last Revised	Stage #	Stage
Revise	09/12/2023	8	8. EDC Agenda
Revise	09/11/2023	1	1. Author
Create	09/11/2023	8	8. EDC Agenda
Delete	09/11/2023	1	1. Author
Revise	09/11/2023	5	5. Prescreening Comments to Author
Create	09/11/2023	1	1. Author
Revise	09/11/2023	6	6. Curriculum Office Prescreening Responses from Author
Revise	09/11/2023	8	8. EDC Agenda
Create	09/10/2023	2	2. Department Chairs
Create	09/10/2023	2	2. Department Chairs

Locate the program from the list. Click the page icon, ①, next to the official version of the degree in which you are interested.

The screenshot shows the 'OFFICIAL DATA' section with a table of programs. The first row is circled with a red '1' next to its page icon. The table has columns: Status, Program Name, Division, Date Approved, Start Date, and End Date.

Status	Program Name	Division	Date Approved	Start Date	End Date
Official	Associate in Arts degree in Liberal Arts and Sciences Emphasis in Natural Sciences	Natural Sciences Division	08/22/2021	08/23/2021	
Archived	Associate in Arts degree in Liberal Arts and Sciences Emphasis in Natural Sciences	Natural Sciences Division	06/27/2018	06/23/2018	08/21/2021
Archived	Associate in Arts degree in Liberal Arts and Sciences Emphasis in Natural Sciences	Natural Sciences Division	05/12/2015	06/23/2018	06/21/2018
Archived	Associate in Arts degree in Liberal Arts and Sciences Emphasis in Natural Sciences	Natural Sciences Division	02/25/2014	06/23/2014	06/18/2019
Archived	Associate in Arts degree in Liberal Arts and Sciences Emphasis in Natural Sciences		07/01/2008	07/01/2011	06/16/2017

This will take you to a page to access the Narrative that was submitted along with meeting minutes and possibly other documents.



The Narrative may need revising due to changes in regulations. Consult the PCAH for specifics.

ADTs required the Transfer Model Curriculum (TMC) which specify the specific articulation documentation that is required. Please review the TMC for your program and consult with the Articulation officer on gathering the needed documentation.

Other notes regarding new or modified programs:

MtSAC offers nine different program types. The requirements of the proposal and the Narrative are specific to each.

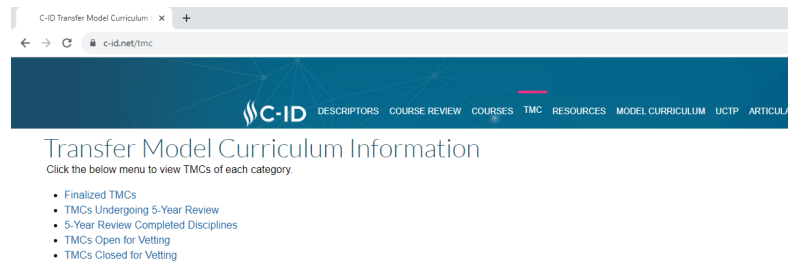
Program Type	PCAH 8th Edition pg.	Proposal Requirements						Narrative requirements						
		Regional Consortia Recommendation (ARC)	Advisor Committee Recommendation	Labor management Information (LMI)	Transfer Documentation (if intended for transfer preparation)	CCCCO Template	Program Goals and Objectives	Catalog Description	Program Requirements	Master Planning	Enrollment and Completion Projections	Place of Programs in Curriculum/Similar Programs (MSAC)	Transfer Prep Statement (Not Documented)	
New CTE degree (A.A. or A.S.)	87	88	88	88	89		87	87	87	88	88	88	88	88
Modified CTE Degree (A.A. or A.S.)	88		88	88	89		88	88	88					88
New non-CTE Degree (A.A.)	89				94		93	93	93	93	93	93	93	93
Modified non-CTE Degree (A.A.)	89				94		93	93	93					
New or Modified Associate Degree for Transfer (AA-T or AS-T)	82				83	82	82	82						
New Non-CTE Certificates of Achievement	94				98		97	97	97	97	97	97	97	97
Modified Non-CTE Certificates of Achievement	94				98		98	98	98					
New CTE Certificates of Achievement	94	98	98	98			97	97	97	97	97	97	97	97
Modified CTE Certificates of Achievement	94		98	98			98	98	98					
New Noncredit CTE Certificates of Completion	140				142*		142	142	142	142				
Modified Noncredit CTE Certificates of Completion	140				142*		142	142	142	142				
New Noncredit Certificates of Competency	140						142	142	142	142				
Modified Noncredit Certificates of Competency	140						142	142	142	142				
New or Modified Local Certificate, No C.O. approval, <16 units.	N/A			✓			✓	✓	✓					

For required items, the PCAH page is noted in the cell. Blank cells are for items that are not required.
 *All new and modified noncredit CDCP certificates in the short-term vocational instructional domain must provide Labor Market Information that is less than two years old.

Modified Fall 2023

Have the PCAH out as you modify or create your proposal for specifics.

Additionally, ADTs require the Transfer Model Curriculum (TMC) which specify the specific articulation documentation that is required. Please review TMC template for your program at the C-ID TMC website: <https://c-id.net/tmc>,



For any Transfer degree, consult with the Articulation Officer on gathering the needed documentation. Finally, be sure any hard prerequisites are included in the program requirements.

DEI in Curriculum

MtSAC is dedicated to supporting DEI and DEISA in curriculum. For authors modifying or creating curriculum, please consider these practices provided by the California Community College Curriculum Committee:

DEI in Curriculum: Model Principles and Practices

Background and Groundwork

The California Community College Curriculum Committee (5C) in 2020 created a set of recommended priorities that focuses on championing equity-minded curriculum and practices for credit and noncredit instruction. The committee created a workgroup in fall of 2021, charged with developing guidance for the field and recommendations on how to support the implementation of culturally relevant and responsive curriculum at local levels. This workgroup, called DEI (diversity, equity, and inclusion) in Curriculum, created the chart below with promising practices for both discipline/teaching faculty and for curriculum committees and local academic senates.

The traditional educational practices listed below, and juxtaposed with the equity principles and culturally responsive practices provided, include traditional western/Eurocentric ideologies and practices upon which North American educational systems and institutions were built. This DEI framework recognizes and acknowledges the historic omission and hindrance of students of color from education by law throughout U.S. history. Even after many forms of overt racial discrimination were outlawed, the legacy of that history is still present in seemingly race-neutral, “universal” values and practices. This framework acknowledges and challenges the structures, policies, and practices inherent in systems of higher education that maintain inequality and hinder the education and progress of marginalized students. A focus on equity principles and culturally responsive policy and practices directly counters institutionalized racism, inviting CCC educators to actively engage in dismantling that harmful legacy. This framework was created to help you actualize that work.

Who Is the Audience for These Recommendations?

Discipline/instructional faculty, curriculum committees, and local academic senates have the shared responsibility to ensure that curriculum review committee members and discipline experts work together to provide DEI frameworks and principles in curriculum review and approval processes for credit and noncredit. Administrators and classified professionals who support the curriculum process at local levels also contribute to supporting equity-minded practices.

How Do I Use This Chart?

The chart below provides promising practices that can be used by faculty, deans, curriculum chairs and committees, Chief Instructional Officers (CIO)/Vice Presidents of Instruction, and local academic senates to begin conversations on how to redesign practices from working within a traditional Eurocentric model to working within an equity-minded framework. Although there may be challenging conversations in beginning transformative work, addressing the fear and leaning into the dissonance has the opportunity to become a cacophony of discord that can

create rhapsody and beautiful new sounds and thoughts. In other words, the emotion and push back may be uncomfortable, but it may also yield new ideas and ways to support our diverse student population in more innovative and representative ways, which is the charge of the California Community Colleges.

The first column provides some of the traditional ways of thinking of the curriculum elements and is juxtaposed by the second column that shows equity-minded principles.

The third column provides promising practices that faculty can begin implementing at the classroom level. The fourth column shows ways in which local curriculum committees and academic senates may support equity work in reviewing credit and noncredit curriculum, course outlines of record, and curriculum documents and processes in the classroom and beyond in culturally responsive ways.

The chart is not exhaustive and is not intended to be a mandate, but rather a model and tool of transformative principles to frame curriculum development and classroom practices at local levels. The document concludes with a brief glossary of terms and a list of culturally responsive theorists and scholars referenced in the development of this tool.

Traditional Educational Practice

Supporting research may be found at the end of this document.

- One dominant culture represented in textbooks and course materials.
- High cost of course textbooks and materials.
- Student-facing documents and descriptions focused on deficit-minded language.

Equity Principle

Supporting research may be found at the end of this document.

- Represent multiple cultures in textbooks and course materials.
- Use low-cost and zero-cost textbooks/materials.
- Use open educational resources.
- Use asset-minded and decolonized language.

Culturally Responsive Classroom Practices

All faculty have the opportunity to engage in conversations about equity-minded practices within the context of their disciplinary expertise and curricular practices and such practices may include but are not limited to the following:

- Select textbooks and course materials that include multiple perspectives and diverse representation from varied racial, ethnic, sex, gender, sexuality, socioeconomic status, religion, age, and abilities perspectives.
- Explore and select open educational resources and low-cost textbooks and materials for a reduction of costs when feasible.
- Ensure textbooks and materials are accessible.
- Enhance textbook selections with additional supplemental materials that ensure the above equity frameworks and principles in decision-making are prioritized and addressed.
- For additional resources for effective inclusion, diversity, equity, antiracism textbook and resource audits—see [ASCCC OERI Inclusion, Diversity, Equity, and Anti-Racism \(IDEA\) Framework](#).
- Shift language from impersonal verbiage and descriptions to warm, culturally responsive content.
- Reword language from a colonized mindset to an equity mindset (e.g., colonized vs colonial; enslaved instead of slaves).
- Collaborate with student services faculty and classified professionals to prioritize student needs in a more hands-on, holistic approach that addresses the whole student.

Culturally Responsive Practices for Curriculum Committees and Local Senates

Curriculum committees and senates have the opportunity to engage in equity-minded review processes of curriculum that may include but are not limited to the following:

- Review textbook and course material selections for inclusion of multiple perspectives and diverse representation from varied racial, ethnic, sex, gender, sexuality, socioeconomic status, religion, age, and abilities perspectives; and provide feedback and guidance.
- Encourage and incentivize reduction of textbook and material costs (via reviews of units, textbook costs, and other materials).
- Ensure textbooks and materials are accessible.
- Model, encourage and incentivize inclusion of additional supplemental materials that ensure the above equity frameworks and principles in decision-making are prioritized and addressed.
- Examine equity-minded language continuity in documents that are front-facing to ensure culturally responsive practices such as in course descriptions, catalogues, course outlines of record, websites, and policies.
- Review documents for language and descriptions that may be impersonal and shift descriptions to be warm and culturally responsive.
- Recommend and model rewording language from a colonized mindset to equity mindset.

<p>Traditional Educational Practice Supporting research may be found at the end of this document.</p>	<p>Equity Principle Supporting research may be found at the end of this document.</p>	<p>Culturally Responsive Classroom Practices All faculty have the opportunity to engage in conversations about equity-minded practices within the context of their disciplinary expertise and curricular practices and such practices may include but are not limited to the following:</p>	<p>Culturally Responsive Practices for Curriculum Committees and Local Senates Curriculum committees and senates have the opportunity to engage in equity-minded review processes of curriculum that may include but</p>
<p>Institutional culture of deference to discipline faculty as the only experts on curriculum</p>	<p>Interrogate systemic and institutional barriers. Dismantle institutional deference to hierarchies that perpetuate barriers. Move as a faculty collective toward antiracist critical consciousness.</p>	<p>Complete training and professional development on cultural curriculum audits.</p> <ul style="list-style-type: none"> • Embrace DEI discussions, value cross-functional input, and solicit interdisciplinary feedback. • Take care not to “weaponize” academic freedom and academic integrity as tools to impede equity in an academic discipline or inflict curricular trauma on our students, especially historically marginalized students. 	<ul style="list-style-type: none"> • Assert the voice of and embrace the power and authority granted in educational code and title 5 to make curriculum decisions, as is the responsibility of curriculum committees. • Intentionally include culturally responsive experts on curriculum committees and for review of course outlines of record (CORs). • Agendize and normalize DEI discussions and intentionally alter practices that perpetuate barriers. • Create a curriculum committee handbook that requires a diversity, equity, inclusion, and antiracist lens for the COR. • Make time for critical conversations, empowering faculty to hold each other accountable for embedding cultural humility in faculty self-reflection and cultural competency into lessons and activities. • For more information on embedding DEI into the COR— see Rostrum article “Moving the Needle: Equity, Cultural Responsiveness, and Anti-Racism in the Course Outline of Record”.

Traditional Educational Practice

Supporting research may be found at the end of this document.

- Course syllabus is approached from a compliance and/or teacher-centered perspective.

Equity Principle

Supporting research may be found at the end of this document.

- Reframe practices and policies to serve as a co-learner and engage in a partnership.
- Actively care for the whole human being in syllabi/classroom policies.
- Democratize the student/teacher relationship and empower students' agency over their own learning.

Culturally Responsive Classroom Practices

All faculty have the opportunity to engage in conversations about equity-minded practices within the context of their disciplinary expertise and curricular practices and such practices may include but are not limited to the following:

- Use warm handoffs and intentional basic needs office/resource contact names, websites, phone numbers.
- Understand and be sensitive to students' lived experiences.
- Use flexible due dates and make room for students' needs.
- Coach and “water up” - meaning to create learning environments where students become active agents in their own learning (see Hammond’s definition in the Glossary of Terms below).
 - Communicate in the syllabus: intention to create a classroom where students are cared for and valued as learners,
 - desire for and ability of all students to succeed at a high level and outline how faculty work with students for their success,
 - belief that all students are expected to succeed,
 - actively promote awareness and critical examination dominant norms and broader social inequalities ,
 - the value of students' racial/ethnic backgrounds as sources of learning and knowledge, and,
 - actively promote awareness and critical examination of students' assumptions, beliefs, and privilege.
 -
 - (Source: Equity-Minded Inquiry Series Syllabus Review.)
 - For additional resources and models of effective culturally responsive practices—see [Center for Urban Education’s Equity-minded Inquiry Series Syllabus](#).
 - For resources on creating social belonging and supporting the whole student – see the [College Transition Collaborative](#).

Culturally Responsive Practices for Curriculum Committees and Local Senates

Curriculum committees and senates have the opportunity to engage in equity-minded review processes of curriculum that may include but are not limited to the following:

- Advocate with collective bargaining units to include culturally responsive practices in performance evaluations and/or peer reviews.
- Provide professional development to support culturally responsive practices.

Traditional Educational Practice
Supporting research may be found at the end of this document.

Equity Principle
Supporting research may be found at the end of this document.

Culturally Responsive Classroom Practices All faculty have the opportunity to engage in conversations about equity-minded practices within the context of their disciplinary expertise and curricular practices and such practices may include but are not limited to the following:

Culturally Responsive Practices for Curriculum Committees and Local Senates Curriculum committees and senates have the opportunity to engage in equity-minded review processes of curriculum that may include but are not limited to the following:

- Classroom experiences, assignments, and assessments are built from an individualist perspective.

- Shift to a collectivism perspective to engage authentic lived experiences and relate to students' cultural norms.

- Build on diverse backgrounds to engage as a familia, tribe, or village through collaborative classroom activities.
- Be a warm demander and co-learner with students.
- Intentionally create collaborative engagement opportunities (e.g., group work, peer-to-peer work, pair shares, etc.)

- Encourage assignments, practices, and assessments that are formative in addition to summative.
- Review for a variety of methods of evaluations, assignments, and assessments.
- Encourage and provide professional development for the creation of authentic assessments.

- Assumption that only certain disciplines can address antiracism, diversity, and equity.
- Not recognizing ethnic studies as a well-established discipline.

- Weave DEI and culturally responsive practice into every course.
- Intentionally design ethnic studies courses with discipline experts.

- Use culturally responsive practices and a social justice lens in all disciplines.
- Create ethnic studies courses that rely on ethnic studies discipline experts to maintain the integrity of the ethnic studies disciplines.
- Honor and respect the ethnic studies disciplines by focusing on African American/Africana/Black Studies, American Indian/Native American Studies, Asian American Studies, and Chicano/a/Latino/Mexican American Studies.

- Ensure that all classes and curriculum engage in equity work and culturally responsive content and practices.
- Maintain the fidelity of ethnic studies as a well-established discipline.

- Siloed programs and service

- Use Guided Pathways frameworks.

- Rethink mapping and milestones within a student-centered focus.
- Utilize the resources available to do the work: Student Equity and Achievement (SEA), Flex, division/deans, & Guided Pathways funds; and Academic Senate for CA Community Colleges (ASCCC) local senate visits.

- Explicitly include DEI practices in program review, curriculum committee, senate, and shared governance meetings to discuss DEI in curriculum and program needs.
- Involve students in the Guided Pathways decision-making process.

Glossary

Collectivism

— an individual’s sense of connection to and responsibility for members of their group/community (Hofstede, 1984; Triandis, 1995).

Critical race theory

— a way of seeing, attending to, accounting for, tracing and analyzing the ways that race is produced; the ways that racial inequality is facilitated, and the ways that our history has created these inequalities that now can be almost effortlessly reproduced unless we attend to the existence of these inequalities (Crenshaw, 2021 as cited in Fortin).

Culturally responsive teaching

— an educator’s ability to 1) recognize students’ cultural displays of learning and meaning making, 2) respond positively and constructively with teaching actions, 3) use cultural knowledge as a scaffold to connect what the student knows to new concepts and content in order to promote effective information processing, and 4) to create a safe space for learning (Hammond, 2015).

Equity-minded

— a schema that provides an alternative framework for understanding the causes of equity gaps in outcomes and the action needed to close them. Rather than attribute inequities in outcomes to student deficits, being equity-minded involves interpreting inequitable outcomes as a signal that practices are not working as intended. Inequities are eliminated through changes in institutional practices, policies, culture, and routines. Equity-mindedness encompasses being (1) race-conscious, (2) institutionally-focused, (3) evidence-based, (4) systemically-aware, and (5) action-oriented (California Community Colleges Chancellor’s Office Diversity, Equity, and Inclusion Glossary of Terms).

Euro-centric

— privileging European or Westernized values and ways of knowing as the norm or “default” while marginalizing alternative perspectives, histories, and knowledge.

Individualism

— the valuing of the individual over the value of groups or society as a whole (Griffiths, 2015).

Student-centered

— refers to a wide variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students and groups of students.

Warm demander

— a teacher who communicates personal warmth toward students while at the same time demands they work toward high standards. The teacher provides concrete guidance and support for meeting the standards, particularly corrective feedback, opportunities for information processing, and culturally relevant meaning making (Hammond, 2015).

Warm handoffs

— directly connecting students to campus resources and services; a transfer of care between two members of a care team; teachers providing direct contact names and information to connect students with service representatives such as in syllabi and course materials or directly introducing students to student service representatives with an intentional introduction.

Watering up

— instructional practices with the science of learning that we can apprentice students to be active agents in their own learning, instead of watering them down with compliance-oriented deficit views. This process requires students to build and braid together multiple neural, relational, and experiential processes to produce their own unique learning acceleration process (Hammond, 2021).

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Curriculum Contacts and Other Resources

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Transfer and Articulation System for California's colleges and universities: <https://c-id.net/>

Mt. SAC Curriculum and Instruction Council.

<https://www.mtsac.edu/governance/committees/curriculum/>

Mt. SAC Educational Design Committee. <https://www.mtsac.edu/governance/committees/eddesign/>

FAQ

Under what circumstances can changes be made to the catalog in the winter intersession?

The Spring addendum is used to correct mistakes or make necessary changes to the catalog due to a change in policy from outside agency.

How is the EDC agenda set?

New programs get priority as they need to make it to the chancellor's office before proposals that get automatic approval, like 5-year review. Course mods or new courses that effect programs are brought with the program(s) they effect. Courses with DL, VOC/mirrored, honors versions are brought with those versions. Proposals are sometimes delayed waiting for documents (minutes, CRFs) or feedback from authors after prescreening. The curriculum office is committed to placing every proposal that makes the May 31 deadline with no significant errors on the EDC agenda the following academic year.

I had my proposal kicked all the way back to stage 1 so I could make changes, am I losing my place in line?

This depends on what stage the proposal is in when it gets returned.

Prescreening: Usually. Proposals in the prescreening stage have passed review by the author, chair, and dean. It is expected that the program contains all the required documentation; content review forms, class size forms, department minutes, Program Narrative etc. Missing these documents are the most common reasons for proposals being returned to authors

Agenda: Proposals on EDC agenda will have all required documentation. If the proposal is pending or held waiting for author feedback, usually the edit is made by the curriculum office and the proposal maintains the place in the queue. Occasionally, the proposal requires significant edits that require additional department and dean approval would cause the proposal to lose place in line.

Relevant APs and other Documents

The latest Administrative Procedures and Board Policies can be found via this link:

<https://www.mtsac.edu/governance/trustees/apbp/> Chapter 4, Academic Affairs are the APs and BPs most relevant to curriculum. Here are some relevant documents:

AP 4020 Program and Curriculum Development

References:

Title 5 Sections 55000 et seq., and 55100 et seq.; Accreditation Standard II.A

The College defines a program as an approved sequence of courses leading to a certificate or degree. The Program and Course Approval Handbook for the California Community Colleges (September 2013) as well as the Course Outline of Record: A Curriculum Reference Guide (Spring 2008) is the reference used for curriculum and program development at the College.

A. Curriculum Review

The curriculum review process shall, at a minimum, be in accordance with the following:

- The College will have an established Educational Design Committee, and its membership structure will be mutually agreed upon by the College administration and the Academic Senate.
- The Academic Senate assigns the task of course and program review to the Educational Design Committee. The Educational Design Committee shall forward its recommendations to the Curriculum and Instruction Council for review. All new and modified course and program recommendations of the Curriculum and Instruction Council shall be sent to the Board of Trustees for final approval. The Curriculum and Instruction Council report must include all approved courses and programs and continue to be reported to the Senate Executive Board and the full Academic Senate at every meeting.
- Educational Design Committee and Curriculum and Instruction Council agendas will be emailed to the campus at least 72 hours before the meeting takes place. Faculty members desiring to pull items from the Educational Design Committee or Curriculum and Instruction Council agenda will notify the Curriculum Liaison, Assistant Curriculum Liaison, Curriculum Specialist, division representative, or committee or council member. Rationale must be provided for pulling items from an agenda.
- The Educational Design Committee also reviews course prerequisites, corequisites, and advisories in a manner that meets each of the requirements under Title 5 Section 55003 and those specified in the College's curriculum review process.

B. Publication of Changes and Maintenance of Records

After Board and Chancellor's Office approval, all new courses and programs or changes to existing courses and programs commence with the next academic year and must be published in the College Catalog or in the online Catalog addendum. All changes to course numbers or prefixes must be reflected in the next year's College Catalog and class

schedules showing both the old and new number to provide students with a clear path of transition.

C. Maintenance of Courses and Programs

It is the intention of the College to maintain a current and functional Catalog and to offer the courses and programs therein. To support this endeavor:

- Each department shall develop a course rotation plan so that each course under the control of the department is included in a two-year scheduling cycle;

- Each department shall propose new courses, new programs, course or program modifications, and course or program inactivations as necessary to maintain a functional and relevant curriculum; and

- Each department shall comply with program and course review standards as recommended by the Educational Design Committee or the Curriculum and Instruction Council, and approved by the Academic Senate.

The Educational Design Committee or Curriculum and Instruction Council may propose inactivation of a course required for a degree or certificate should any of the following apply:

- The department controlling the course requests the inactivation;

- The course has not been submitted for course review within the past four years; or

- The course has not completed an outcomes cycle within the past four years.

The Educational Design Committee or Curriculum and Instruction Council may propose inactivation of a program should any of the following apply:

- The department controlling the program requests the inactivation; or

- The program has not completed an outcomes cycle within the past four years.

On an annual basis by October 1 of each year, the Instruction Office shall provide a list of programs with completion data, near-completers, and denied completers as well as a breakdown of courses used to complete the program to each department. In addition, the Instruction Office shall publish a list of courses and programs which are subject to inactivation under the guidelines noted above. Departments should report and provide rationale to the Instruction Office within 90 days of the distribution of the list so as to indicate which courses and programs should remain in the curriculum inventory. If departments do not report back within 90 days, the Instruction Office will inform the Educational Design Committee that may then choose to recommend inactivation of the courses or programs through the Curriculum and Instruction Council followed by approval by the Academic Senate.

Courses and programs that are requested by departments to remain in the curriculum system will be retained for one additional year. If the course or program is on the next

year's list of courses and programs which are subject to inactivation, then the courses will automatically be submitted to the Educational Design Committee for inactivation.

Courses and programs that are inactivated shall be removed from the College Catalog.

D. Review of Courses Approved for General Education

Courses that fulfill general education requirements must:

1. Require post-secondary level skills in reading, writing, quantitative reasoning, and critical thinking.

2. Improve students' abilities to:

- a. communicate ideas effectively orally and in writing;

- b. define problems, design solutions, and critically analyze results;

- c. use available media to access, research, and retrieve reliable and authoritative information;

- d. work effectively, both cooperatively and independently;

- e. develop and question personal and societal values, make informed choices, and accept responsibility for their decisions;

- f. function as active, responsible, and ethical citizens; and

- g. acquire curiosity and skills essential for lifelong learning.

3. Impart understanding, knowledge, and appreciation of:

- a. our shared scientific, technological, historical, and artistic heritage including the contributions of women, ethnic minorities, and non-western cultures;

- b. the earth's ecosystem including the processes that formed it and the strategies that are necessary for its maintenance;

- c. human social, political, and economic institutions and behavior including their interrelationships; and

- d. the psychological, social, and physiological dimensions of men and women as individuals and as members of society.

The Educational Design Committee will annually review proposals for additions and deletions to the General Education course list, maintaining consistency with the CSU area designation approval. The Committee will recommend to the Academic Senate any changes in the General Education course list. The Mt. SAC General Education course list will be published each year in the College Catalog and schedule of classes.

E. Stand-Alone Courses Approval Process

The Educational Design Committee shall review proposals of stand-alone courses in a manner that meets each of the requirements under Title 5 Section 55100 and those specified in the College's curriculum review process.

Approved: October 2012

Revised: August 28, 2013

Reviewed: December 16, 2014

Reviewed: June 9, 2015

Revised: September 28, 2016

AP 4021 At-Risk Programs and Program Discontinuance

References:

Education Code 78016; Title 5 Sections 51022 and 55130

The procedure for discontinuance of programs should include:

- a process for reviewing such programs as needed to ensure they meet legal standards; and
- a process for termination of program by the Board of Trustees if legal and other College standards are not met. Any vocational or occupational program identified as not meeting the mandatory requirements shall be terminated within one year.

A program is an approved sequence of courses leading to a certificate or degree.

Process for Identification of an “At Risk” Program

A. Identification of an “At Risk” Program

1. Annual Review

After the Chancellor’s Office has approved a program, associate faculty will prepare annual program reviews and identify key information about the progress of the program. This review will document student demand and success data related to completion, board pass rates, transfer, employment, and salaries. The annual report shall also establish that the existing program does not represent unnecessary duplication of related training programs in the service area.

2. Declaration

The annual review may determine that the program is “at risk” due to emerging data, trends, or other key factors not included in the original program assessment.

3. Definition

“At risk” means that demand, completion, transfer, employment, retention, and success rates in a given program have not met expected goals or have diminished over time. “At risk” also includes programs that do not offer sufficient sections to enable students to complete the program of study within a two-year period.

4. Agents

A division dean or a department may designate a program as “at risk.”

B. Planning

1. After a program has been designated as “at risk,” associate faculty and division leadership will examine the program’s annual reviews in order to identify existing causes and possible solutions to the “at risk” status. This group will survey the program advisory committee, students, related employers, and representatives from common transfer institutions.

2. An associate faculty and management task force shall develop an intervention or revitalization plan for subsequent review by AMAC. The plan may include, but is not limited to, the following strategies:

- a. recruitment activities;
- b. cooperative ventures with local employers, transfer institutions, and other community colleges;
- c. enhanced career and academic counseling;
- d. adjustment of course scheduling;
- e. analysis of program demographics;
- f. modification of curriculum; and/or
- g. options for discontinuance.

3. Required elements of a revitalization plan include a timeline, which establishes specific reporting dates for re-evaluation, and a proposed budget necessary to implement the

identified strategies.

□ A revitalization plan shall not exceed two years.

4. The department and division shall jointly approve a revitalization plan.

5. In the case of program discontinuance, the plan will address the reassignment, relocation, and/or retraining of students, faculty, and staff involved in the program. This plan should identify those portions of the program that may be appropriately relocated to community service or non-credit.

□ A discontinuance plan shall not exceed one year.

C. Establishment of Success Metrics and Confirmation of Assessment Timeline

1. AMAC will review the plan and make recommendations to the appropriate vice president regarding the option of revitalization.

2. If AMAC recommends the revitalization, the recommendation shall include suggested goals and metrics that, when achieved, will result in the removal of the program's "at risk" status.

D. Implementation

1. After the plan has been reviewed and approved, the administrator and associate faculty will be responsible for implementing the adopted plan and providing quarterly reports to AMAC.

2. The appropriate vice president shall approve any proposed changes to the plan, and AMAC shall review these changes.

a. Revitalization: AMAC will review the program's progress and success metrics, recommend to the appropriate vice president removal of the "at risk" status, request a repetition of the revitalization process, or recommend discontinuance.

b. Discontinuance: The report to AMAC shall document notification and accommodation of students currently enrolled in the program and reassignment, relocation, and/or retraining of related faculty and staff, as necessary. After the Board of Trustees has approved program discontinuance, the District shall advise the Chancellor's Office of the California Community Colleges.

Revised: October 2008

Reviewed: May 14, 2013

Revised: May 2014

Reviewed: June 9, 2015

Reviewed: May 10, 2016

AP 4024 Units-to-Contact-Hour Relationship

References:

Title 5 Section 55002.5 and 55256.5; Program and Course Approval Handbook
(California Community Colleges)

Mt. San Antonio College establishes the following relationships between the number of units assigned to a given course and the number in the course outline:

For each 1 unit credit a minimum of:

- 18 lecture contact hours plus a minimum of 36 additional hours of related independent student work (total of 54 to 78 hours) OR
- 54 laboratory or activity contact hours.

The exception shall be:

- Work Experience and internship courses, which shall award credit in compliance with Title 5 specifications under section 55256.5 as follows: 1 unit for each 75 hours of paid work OR 60 hours of unpaid work.

As course contact hours increase, additional credit shall be awarded in half unit increments per the above standards. In addition, a course shall not be offered for zero (0) units.

Approved: November 18, 2009

Revised: October 26, 2016

Reviewed: December 11, 2017

Reviewed: March 14, 2018

AP 4105 Distance Learning

References:

Title 5 Sections 53200, 55202, 55204, 55206, 55370 et seq.; Distance Education Guidelines, 2011 Omnibus Version (CCCCO), Code of Federal Regulations, Title 34, Education Section 602, Americans with Disabilities Act and Section 508 of the Rehabilitation Act, and the Higher Education Opportunity Act (HEOA) of 2008

Definition

“Distance education” means instruction in which the instructor and student are separated by time and/or distance and interact through the assistance of technology. Distance education, also known as distance learning here at Mt. SAC, uses one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously.

At Mt. San Antonio College, a distance learning (DL) course is a course that has regularly scheduled replacement of seat time and is published accordingly in the Mt. SAC Schedule. For local purposes, the following terms are defined as follows:

- In-person courses: A course with no seat time replaced with online instruction.
- Online: A course in which 100% of instruction takes place online with no mandatory faceto-face meetings or campus visits. Online courses can meet synchronously or asynchronously.
- Hybrid: A course that provides instruction both online and face-to-face with at least one mandatory in-person meeting. Mandatory meetings are regularly scheduled, and students are informed of mandatory meetings in the schedule of classes.
- Synchronous instruction: An online course in which instruction takes place in real-time, online meetings during regularly scheduled times.
- Asynchronous instruction: An online course in which no set class meeting times are required.

Course Approval

The same standards of course quality shall be applied to any portion of a class conducted through distance education as are applied to in-person classes. Each proposed or existing course offered through distance learning shall be reviewed and approved separately by the Distance Learning Committee (DLC). Separate approval is mandatory, according to Title 5, Sections 55378 and 55206, if any portion of the instruction in a course or a course section is designed to be replaced through distance learning.

The review and approval of new and existing distance learning courses shall follow Mt SAC's

curriculum approval procedures including the completion and approval of an addendum to the Course Outline of Record (COR) of the Distance Learning Course Amendment Form.

The Distance Learning Course Amendment Form must address the following:

- How course outcomes will be achieved in a distance education mode;
- How the portion of instruction delivered via distance education provides regular substantive interaction between instructors and students, and among students when applicable; and
- How the portion of instruction delivered via distance education meets the requirements of the Americans with Disabilities Act (ADA) and Section 508 of the Rehabilitation Act of 1973.

Departments shall review DL courses when traditional courses are modified or submitted for COR review and submit a DL Course Amendment Form to the DLC.

Departments may designate a course Fully Online by Mutual Agreement (FOMA) on the DL Amendment Form, in which case the course is to be offered online only in the event of an emergency. FOMA courses cannot be offered during regular, non-emergency situations.

Distance Learning Faculty Certification

Faculty must be certified to teach distance learning courses by satisfactorily completing the Skills and Pedagogy for Online Teaching (SPOT) process or equivalent, as approved by Academic Senate and established by the College, prior to being scheduled to teach a distance learning course. SPOT or the equivalent certification is designed to help faculty create DL courses that demonstrate best practices for course design and equity, and meet state and federal regulations for accessibility and regular substantive interaction.

Scheduling of Distance Learning Courses

Distance learning courses shall be listed in the Mt. SAC Schedule of Classes in the same manner as in-person courses. If the course is offered in a distance education format, the Schedule of Classes must include the following information:

1. All online and in-person synchronous meeting days/dates and times.
2. Any required asynchronous in-person activities.
3. Any required technology platforms, devices, and applications.
4. Any test or assessment proctoring requirements.

Authentication of Students in Distance Learning Courses

Consistent with federal regulations pertaining to federal financial aid eligibility, the district must authenticate or verify that the student who registers in a distance education course is the same student who participates in and completes the course or program and receives the

academic credit. Accepted practices for authentication include user ID and password authentication to access the student portal or Learning Management System (LMS). Online courses will be conducted through the Mt. SAC. Publisher materials may also be used as long as the publisher materials are accessed through the Mt. SAC LMS and meet federal and

state guidelines for accessibility and regular substantive interaction.

Privacy of Students in Distance Learning Courses

Students have a right to privacy in online classes.

- Synchronous classes will not require that students keep their cameras on, with exceptions including: presentations with audio, video, and/or skills demonstration requirements; course safety needs; certification or accreditation requirements; and proctored exams. Disciplines with essential audio and visual requirements will give adequate notice to students (in the syllabus and/or orientation) and clearly identify situations in which video will be required. Use of proctoring software requires disclosure in the Schedule of Classes.
- Students should give permission to be recorded. Recordings should be set using Speaker View and recordings should be uploaded to the LMS course shell, never the web. Recording links should not be emailed.

Enrollment and Attendance in Distance Learning Courses

Students will register and enroll in distance learning courses in the same manner as inperson courses, but attendance will be determined through contact with professors in the first week of the term.

Faculty will drop, as a No-Show, any student who has not actively participated in the course or has not completed the faculty-determined check-in activity. Faculty members have discretion to establish any date between the official start of the term and the third day of the term. The No-Show date and check-in activity must be explicitly defined by each faculty member in the syllabus and within the LMS, preferably as part of an orientation module and/or pre-semester announcement. Examples of participation and check-in activities include posting in discussion forums, completing a syllabus quiz, updating a profile, or any other meaningful activity that requires the students to engage. Simply logging into the LMS will not count as academic engagement.

The “Last Day of Attendance” counted in the online classroom is the last day of class participation (active engagement) by the student.

Active engagement is defined as:

- Attending a synchronous class, lecture, recitation, or field or laboratory activity, physically or online, where there is an opportunity for interaction between the instructor and students;
- Submitting an academic assignment;
- Taking an assessment or an exam;
- Participating in an interactive tutorial or webinar, or other interactive computer-assisted instruction;
- Participating in a study group, group project, or an online discussion that is assigned by the institution; or
- Interacting with an instructor about academic matters; and

Active engagement is not:

- Living in institutional housing;
- Participating in the institution's meal plan;
- Logging into an online class or tutorial without any further participation; or
- Participating in academic counseling or advisement.

Regular Substantive Interaction in Distance Learning Courses

Any portion of a course conducted through distance education must include regular substantive interaction between the instructor(s) and students (and among students if described in the distance education addendum), either synchronously or asynchronously, through group or individual meetings, orientation, and review sessions, supplemental seminar

or study sessions, field trips, library workshops, telephone contact, voice mail, e-mail, or other

activities. An instructor is an individual responsible for delivering course content and who meets the qualifications for instruction established by an institution's accrediting agency.

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

1. Providing the opportunity for substantive interactions with the student on a predictable and

scheduled basis commensurate with the length of time and the amount of content in the course or competency.

2. Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed, on the basis of such monitoring, or upon request by the student.

3. The instructor will notify students if the instructor will be out of contact beyond what is described in the syllabus and/or course documents. This notification will include when students can expect regular substantive interaction to resume.

Substantive interaction means engaging students in teaching, learning, and assessment, consistent with the content under discussion. Professor-student interaction employs a variety

of contact methods on a predictable and scheduled basis and includes at least two of the following.

1. Providing direct instruction (examples include holding synchronous class meetings);

2. Assessing or providing substantive feedback on a student's coursework (examples include but are not limited to individualized comments and embedded rubrics);

3. Providing information or responding to questions about the content of a course or competency (examples include but are not limited to regular announcements, Q&A forums, and responding to student communications in a timely manner);

4. Facilitating a group discussion regarding the content of a course or competency (examples include but are not limited to a threaded discussion forum or video break-out room); or

5. Other instructional activities approved by the ACCJC.

Students should be given the opportunity to interact with other students at least the same as an in-person counterpart. Student-to-student opportunities include but are not limited to threaded discussion forums and other asynchronous interaction tools; group projects and

presentations; peer reviews; collaborative documents and other tools for knowledge-building

and sharing; and synchronous online interactions.

Accessibility in Distance Learning Courses

Each course that is delivered through distance learning must comply with federal accessibility

requirements and state and local policies. All course content delivered via distance learning must be accessible to all persons regardless of ability. Accessibility principles apply based on the format of the content and apply to all content without specific requests for accommodations. All course content that is electronically distributed shall be accessible, including but not limited to content provided in the LMS, through announcements, email, and

in documents attached or embedded in these locations. Content that requires accessibility review includes:

- Media including video and audio;
- Text including headings and links;
- Non-text objects including images, tables, and charts;
- Design elements including color contrast and spacing;
- Navigation elements;
- Synchronous communication;
- Prescribed accommodations that are followed for other graded course activities.

Mt. San Antonio College provides tools and services to support the accessibility of course materials. By proposing a distance education course, the faculty author and department chair agree that the course will be able to meet the accessibility requirements in state and federal regulations (Americans with Disabilities Act of 1990 (ADA), section 508 of the Rehabilitation Act of 1973, California Government Code section 11135, and Title 5 section 55205).

Equity in Distance Learning Courses

Mt. SAC acknowledges equity gaps for some disproportionately impacted student populations

have historically been larger for DL course sections compared to in-person classes. The College takes institutional responsibility for closing equity gaps and committing resources to supply equity-minded provision of online technologies, academic support, student services and orientations, professional development and training, and updated data to inform decisionmaking.

Consistent with the College mission, online courses should provide an engaging and supportive teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals.

Support for Distance Learning Faculty

Mt. SAC will support Distance Learning faculty needs for quality and equitable online teaching practices, including but not limited to, instructional design; accessibility review and update; campus-purchased tools and equipment; and professional development.

Evaluation of Distance Learning Faculty

Student evaluations and classroom visitation evaluations of distance learning faculty shall be conducted per the Faculty Agreement. Evaluators shall be SPOT certified or the equivalent. When the evaluator is an educational administrator, the equivalent training will be determined by the administration. Training will be completed prior to evaluation.

Support for Distance Learning Students

To ensure support for DL students comparable to traditional students attending in-person classes, services should be available in an on-line mode. Services include, but are not limited to, counseling, library resources and library reference services, tutoring, textbook purchase or rental, fee payment, and the College's IT help desk, LMS help, and support for basic needs. Faculty shall include links to Mt. SAC student and technology resources in each

online class as part of the syllabus, orientation module, and/or announcement.

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Academic Senate Philosophy and Process for Course Duplication and Overlap: Consultation and Mediation

Philosophy Statement

- Curriculum recommendations should be made from a holistic student-centered perspective.
- Overlap in content is acceptable if mastery of fundamental skills is enhanced by application of varying disciplines.
- Department members are content experts and collegial consultation is the primary method for evaluating overlap across disciplines.
- Each discipline has its own perspectives and attributes. Overlap in some course content taught by different disciplines may broaden students' perspectives.
- It is reasonable and expected that within a discipline course content may overlap.
- It is reasonable and expected that course content may overlap across disciplines. (e.g., psychology, sociology, child development, biology)
- Articulation and transfer flexibility should be a consideration when considering duplication and overlap in content.

Overlap Consultation Process

Faculty are responsible for assessing overlap for all new courses and overlap created through the modification of courses before submission. The Course Outlines of Record (COR) are the only documents used in determining content overlap. Faculty proposing a course with possible content overlap must contact department chairs, or for noncredit the faculty designee for Stage 2 of WebCMS, by email and ccing the Curriculum Liaison before submission of a course proposal. Departments have 60 days within the primary semesters to discuss overlap and either agree or disagree with the originator's overlap assessment.

Departments that agree with the originator's overlap assessment must specify agreement, in writing, to the originating department within that 60 days.

Departments that do not agree with the originator's overlap assessment must specify disagreement, in writing, to the originating department AND must include their own assessment of overlap within that 60 days. Departments that do not follow-up within 60 days lose the right to argue against the new course proposal. It is not appropriate to "stall" to prevent courses from moving forward.

Written and signed documentation of collegial consultation, which includes consultation dates, involved persons, and outcomes must be submitted with the course proposal.

Overlap questions shall be addressed in Section 1 of WebCMS.

Mediation Process

When consensus cannot be reached, the Overlap and Mediation Work Group of the Educational Design Committee (EDC) and Curriculum and Instruction Council (C&I) will assess course overlap to determine whether the overlap in the proposed course is appropriate. In order to make this determination, members of the work group will follow the process outlined below:

1. Work group members will review answers to the questions regarding overlap provided by both departments as well as the Course Outline of Record for each course in question.
2. A representative from each department may address the work group and answer questions that arise.

3. The work group will submit its recommendation regarding the overlap to the Educational Design Committee. EDC will review the proposed new course for Title 5 compliance and follow the standard course review process.

4. EDC will forward the recommendation of the work group to C&I, and C&I will review the recommendation.

5. Once the mediation process has concluded, the curriculum liaison or assistant curriculum liaison will inform the Academic Senate.

Overlap will generally be considered appropriate if some or all of the following conditions are met:

- The skill set(s) taught in the overlapping courses is necessary for success in each course.
- The overlapping content is presented in different contexts or fills a different student need.
- The proposed course significantly varies in unit value, transfer status, or degree applicability.
- The proposed course is designed to meet the needs of different student populations so that the proposed course is unlikely to offer destructive competition to the existing course.

Approved by Academic Senate: April 1, 2021