

GLENDALE COMMUNITY COLLEGE
CURRICULUM AND INSTRUCTION COMMITTEE

Agenda

Wednesday, September 26 2012

1:40 p.m., (SF 107)

I. Approval of Minutes

September 12, 2012 Curriculum & Instruction Committee Meeting *Pg. 1-3*

II. New Business—Curricular Action Items

1. **(S)** Visual Arts Associate in Arts Degree Option 2: Two Dimensional (Degree *Pg. 5*
Revision-First Reading) **Green**
2. **(S)** Visual Arts Associate in Arts Degree Option 4: Three Dimensional (Degree *Pg. 6*
Revision-First Reading) **Green**

III. New Business—Other Items

3. Committee Roster and Meeting Dates—Updated Version **McLemore and Bakhit** *Pg. 7*
4. Changes to Course Outline of Record Template and Supporting Materials *Pg. 8-19*
(Second Reading)
McLemore and Bakhit
5. Changes to PeopleSoft Dictionary Form and MIS Codes (Second Reading)
McLemore and Bakhit
6. Repeatability—Response from C & I Committee **McLemore and Bakhit** *Pg. 20*
7. Repeatability—Proposed Policy/Administrative Regulation Material **McLemore and Bakhit**
8. Curriculum Handbook Review of Section II--continued **McLemore and Bakhit**

UNADOPTED

GLENDALE COMMUNITY COLLEGE
CURRICULUM AND INSTRUCTION COMMITTEE
MINUTES

Wednesday, September 12, 2012

1:40 p.m., (SF 107)

Sarah McLemore, Kathy Bakhit co-chairs, called the meeting to order at 1:40 p.m.

Voting Members Present: Marcus Afshar, Shelley Aranoff, Richard Cortes, Maria Czech, Daphne Dionisio, Megan Ernst, Peter Green, Susan Hoehn, Kathy Holmes, Stacy Jazan, Kohar Kesian, Maria Kretzmann, Elis Lee, Scott Rubke, Rory Schlueter

Resources Present: Edward Karpp, Jenny McMahon, Michael Ritterbrown, Fabiola Torres, Yvette Ybarra, Terrence Yu

Guests Present: Monette Tiernan

I. Approval of Minutes

MSC (Schlueter/Kretzmann) to approve the minutes of the May 23, 2012 C & I Committee meeting

II. New Business - Curricular Actions

(S) Accounting 155 (Substantive Revision-Second Reading)

MSC (Schlueter/Rubke) to approve change from currently Prerequisite: NONE to Prerequisite: ACCT 150 or equivalent. Increase lecture units 2 units to 3 units. Revise Section IV. Student Learning Outcome items 1 and 2 revise language from "discuss" to "explain and apply".

III. New Business - Other Items

1. Committee Roster and Meeting Dates introduced to members. Revised roster will be emailed to committee members.
2. **C-ID Descriptor** (Course Identification Designation number) is replacing CAN (California Articulation Number) and is a common numbering system shared by UCs, Cal States and many community and private institution. Some GCC course outlines have already been submitted and approved while others need changes such as textbook updates etc. Full implementation of the C-ID system will be beneficial to students migrating to other colleges. Counselors, faculty and students will be able to use this system to determine IGETC, CSU transferability. Suggestion to form a subcommittee to discuss the strategy of the CID submission process. How as a college we can articulate a strategy to linking courses to C-ID descriptors.

Call for volunteers to form CID Subcommittee

- o Shelley Aronoff volunteered at today's meeting

3. **ASSIST Update**
<http://info.assist.org>
Username: glendalefac
Password: shamrock
Online orientation available at <http://info.assist.org/orientation/introduction.html>.
One of ASSIST's uses is assist faculty in the development of new course outlines by reviewing other college course outlines. Workshops are currently being conducted for faculty and staff.

4. **C & I Priorities for Fall**
Implementing new Title V regulations with regard to repeatability, a presentation will be conducted in the near future.
The need to develop additional AA/AS Transfer degrees was stressed. The AA-T AS-degrees will reduce the number of units students are taking unnecessarily. They give students clearer plans as to what classes they need to take in order to complete a degree and also provide priority enrollment at some CSU campuses. Currently there are 20 degree- templates approved by the chancellor's office. GCC has developed 4 degrees. We are expected to have a number of degrees equal to 80% of the ones approved by the CO's office

5. **Prerequisite Policy Taskforce**
Task Force for Prerequisite Policy Review met during summer. Going forward the prerequisite matrix is required with course prior to being agendaized. Taskforce will bring additional changes to prerequisite policy to committee as they are completed.

6. **Changes to Title V-Course Repeatable**
Changes are must be in online GCC catalog by Fall 2013. Handout given to members, copies available in the C&I office. Courses being affected are Intercollegiate academic or vocational competition, intercollegiate athletics and courses that are part of a sequence of transfer courses required by CSU or UC for completing of the lower division major requirements for a bachelor's degree. This change will primarily impact VPA and Physical Ed. Current repeatable courses will need to be grouped into "Families" designated by the college. The families cannot be designated as "repeatable".

7. **Changes to Course Outline of Record Template and Supporting Materials**
MSC (Kretzmann/Hoehn) to approve course outline with minor changes.
Justification for Need section has been removed from the People Soft form and added to the Course Outline of Record. Going forward this section will have to be added to any existing course outline being updated. The finalized version will be presented to members.

8. **Changes to PeopleSoft Dictionary Form and MIS Codes**
Form has been modified to meet needs with regard to submission to Chancellor's office. Additional modifications were recommended by committee members. Changes will be made and finalized version will be available on the C&I webpage.

9. **Curriculum Handbook Review of Section II --continued**
Time did not allow for discussion of this item. Postponed to next C & I meeting.

The meeting was adjourned at 3:40 p.m.

**GLENDALE COMMUNITY COLLEGE
MAJOR/CERTIFICATE REVISION**

Date 9-4-12

Division VPA

Major/Certificate AA Degree in Visual Arts OPTION 2

Course(s) Addition (List course discipline and number, i.e., **BUSOT 103.**)

Required	Recommended	Elective Units
_____	_____	<u>Art 179 (3 units)</u>
_____	_____	<u>Art 166 (3 units)</u>
_____	_____	<u>Art 280 (3 units)</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

Course(s) Deletion (List discipline and number, i.e., **BUSOT 103.**)

Art 179 _____	_____	_____
Art 166 _____	_____	_____
Art 280 _____	_____	_____

Effective Date: 9-4-12

Justification: Correcting mistake in catalog.
move Art 166, 179, 280 from REQUIRED to SELECT 3 COURSES FROM.

**GLENDALE COMMUNITY COLLEGE
MAJOR/CERTIFICATE REVISION**

Date 9-4-12

Division VPA

AA Degree in Visual Arts OPTION 4
Major/Certificate

Course(s) Addition (List course discipline and number, i.e., **BUSOT 103.**)

Required	Recommended	Elective Units
<hr/>	<hr/>	<u>Art 179 (3 units)</u>
<hr/>	<hr/>	<u>Art 280 (3 units)</u>
<hr/>	<hr/>	<hr/>

Course(s) Deletion (List discipline and number, i.e., **BUSOT 103.**)

Art 179 <hr/>	<hr/>	<hr/>
Art 280 <hr/>	<hr/>	<hr/>
<hr/>	<hr/>	<hr/>

Effective Date: 9-4-12

Justification: Correcting mistake in catalog.
move Art 179, 280 from REQUIRED to SELECT 3 COURSES FROM.

CURRICULUM AND INSTRUCTION COMMITTEE

Second and Fourth Wednesday,

1:40-3:40 p.m., SF 107

VOTING MEMBERS

Co-Chair:	Sarah McLemore	sarahm@glendale.edu	ext 3122
Co-Chair:	Kathy Bakhit	kbakhit@glendale.edu	ext 5151
Biology:	Maria Kretzmann	mkretzma@glendale.edu	ext 5363
Business:	Rory Schlueter	rschluet@glendale.edu	ext 5886
English:	Piper Rooney	srooney@glendale.edu	ext 5342
ESL:	Elis Lee	elee@glendale.edu	ext 5500
ESL Non-Credit:	Megan Ernst	mernst@glendale.edu	ext 5804
Health & PE:	Barb Erfurt	berfurt@glendale.edu	ext. 5637
Health Sciences:	Kohar Kesian	kkesian@glendale.edu	ext 5728
Language Arts:	Stacy Jazan	sjazan@glendale.edu	ext 3042
Mathematics:	Kathy Holmes	kholmes@glendale.edu	ext 5650
Non-credit Business:	Maria Czech	mczech@glendale.edu	ext 3686
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ASGCC:	TBA		

RESOURCE

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Jenny McMahon	Catalog	jmcmahon@glendale.edu	ext 5305
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Hasmik Sarkissian	Cnfd. Adm. Asst. - VP Instructional Services	hasmiks@glendale.edu	ext 5101
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*Green, Peter	Visual & Performing Arts	pgreen@glendale.edu	ext 5622
Flynn, Kathy	ESL Credit	kflynn@glendale.edu	ext 5510
Judge, Emelyn	Allied Health	ejudge@glendale.edu	ext 5842
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Dulay, Michael	Social Sciences	mdulay@glendale.edu	ext 5466
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*Holmes, Kathy	Mathematics	kholmes@glendale.edu	ext 5650
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Degree Applicable
Non-Degree Applicable
Non-Credit

1

Glendale Community College
Month Year

Select one of the options above and delete the rest.

COURSE OUTLINE 2

Name of the Course (*Discipline and Number*)
Title of the Course

I. Justification for Need

3

Write a brief description that shows that there is a demonstrable need for the course which meets the stated goals and objectives at the time and in the region the college proposes to serve. Include a statement of the course's program applicability. Include a brief explanation of any data either from SLO assessments or other sources such as labor market data or information regarding the course's transferability baccalaureate institutions which has led to the proposal of the course; e.g.

"Psychology 203 will be a required course for the Associate in Arts for Transfer degree in Psychology and the Associate in Arts for Transfer degree in Sociology. This course is related to the college goal of continuing the development of AA and AS-T degrees. The Sociology and Psychology AA-T degrees are accepted by the California State Universities to which our students most frequently transfer."

or

"This course reflects a new requirement in hazardous materials technology which is now required for the Fire Technology AS degree/certificate. The course reflects data from student learning outcomes assessments which showed that students needed additional training in this area."

II. Catalog Statement (Description of the Course)

4

Write the course description in sentence form as it is to appear in the catalog, Start with the name of the course; e.g. "Astronomy 101 is a survey of current knowledge regarding the physical universe, presented in non-technical language."

Units — 0.0

5

Lecture Hours — 0.0

Total Laboratory/Studio Hours — 0.0 *Only list Laboratory or Studio Hours if they exist. Otherwise, delete this line. Use either "Laboratory" or "Studio" Hours depending on the terminology used in your discipline.*

(Faculty Laboratory/Studio Hours 0.0 + Student Laboratory/Studio Hours 0.0 = 0.0 Total Laboratory/Studio Hours) *Only list Faculty Laboratory and Student Laboratory or Faculty Studio and Student Studio Hours if they exist. Otherwise, delete this line.*

Requisite Skills: *State prerequisite(s), corequisite(s), and/or recommended preparation(s) here*

6

Note: *If a course note is necessary, enter it here*

7

Name of the Course (*Discipline and Number*)
Page # (*Example: Page 2*)

10

III. Course Entry Expectations

8

Skills Level Ranges: Reading 0; Writing 0; Listening/Speaking 0; Math 0.
For ALL courses, list skills level ranges here in writing

AND (*For all courses with prerequisites*)

Prior to enrolling in the course, the student should be able to:

- 1.
- 2.
- 3.

AND/OR (*For all courses with corequisites*)

While enrolled in this course, the student should be able to:

- 1.
- 2.

IV. Course Exit Standards

9

Upon successful completion of the required coursework, the student will be able to:

- 1.
- 2.
- 3.

V. Course Content

11 Total Faculty Contact Hours =

Develop the course content in outline form. On the left side of the form list the total contact hours. Below, as you develop each course content area, indicate the NUMBER OF HOURS spent covering each major content area. For Lecture/Laboratory or Lecture/Studio Courses it is recommended that you clarify which hours of content are associated with the Lecture and the Laboratory or Studio

A. xx hours

- 1.
- 2.
- 3.

- a.
- b.
- c.

B. xx hours

II. Name of the Course (*Discipline and Number*) **10**
III. Page # (*Example: Page 3*)

B.

- 1.

xx hours

- 1.
- 2.

VI. **Methods of Instruction** **12**

The following instructional methodologies may be used in the course:

- 1.
- 2.
- 3.

VII. **Out of Class Assignments** **13**

The following out of class assignments may be used in this course:

- 1.
- 2.
- 3.

VIII. **Methods of Evaluation**

The following methods of evaluation may be used in this course:

IX. **Textbook(s)** **14**

Name of the author [Last name, First name.] Title of the Book. Edition. (*Only list if there is an edition number given. Otherwise, do not include the edition number.*)

City of Publication: Name of Publisher, Publication Date.

(⁰th Grade Textbook Reading Level. ISBN: (*It is acceptable to list either the 10 or 13 digit ISBN number*))

X. **Student Learning Outcomes** **15**

- 1.
- 2.
- 3.

Numerical Key to Course Outline

1. Degree Applicability/ Non-Degree Applicable/ Non-Credit. List only one.
2. **Heading.** The first centered entry is **COURSE OUTLINE**. Directly underneath this, centered, in title case, and bold is the name of the course (discipline and course number). Directly underneath this, also centered in title case, and bold is the title of the course.

Justification for Need. Write a brief description that shows that there is a demonstrable need for the course which meets the stated goals and objectives at the time and in the region the college proposes to serve. Include a statement of the course's program applicability. Include a brief explanation of any data either from SLO assessments or other sources such as labor market data or information regarding the course's transferability baccalaureate institutions which has led to the proposal of the course; e.g.

"Psychology 203 will be a required course for the Associate in Arts for Transfer degree in Psychology and the Associate in Arts for Transfer degree in Sociology. This course is related to the college goal of continuing the development of AA and AS-T degrees. The Sociology and Psychology AA-T degrees are accepted by the California State Universities to which our students most frequently transfer."

or

"This course reflects a new requirement in hazardous materials technology which is now required for the Fire Technology AS degree/certificate. The course reflects data from student learning outcomes assessments which showed that students needed additional training in this area.

- 3.
4. **Catalog Statement.** This is the description of course content. Since it should be written for the student to understand, wording should be clear and understood by those unfamiliar with the subject. As much as is feasible, write catalog statements in the present tense. The writer should attempt to be thorough but concise with no unnecessary content. Here are two examples of successful catalog statements:

SAMPLE: Media Arts 213 is an intermediate-level exploration of the art and technique of cinematography. Expanding from basic concepts and practices, this course emphasizes the techniques and aesthetics employed by professional cinematographers. Specific topics to be examined will include cinematic composition, lighting for cinema, Digital Single Lens Reflex (DSLR) and digital cinema camera operation, on-set practices, digital cinema workflow.

SAMPLE: Administration of Justice 201 introduces students to the vocabulary and important components of Homeland Security. The importance of the agencies associated with Homeland Security and their interrelated duties and relationships are discussed. Students examine historical events that impact Homeland Security and explore state, national, and international laws impacting Homeland Security.

5. **Units and Hours.** This section identifies the unit value of the course within the context of a semester. The unit value is further broken down into the number of classroom and participatory hours for the student over the period of an entire semester. Each unit equals one hour of lecture per week. Student participation in laboratory or studio activities is specified with the weekly hours for one unit of credit the standard conversion for these activities is three weekly hours for laboratory and two

weekly hours for studio. However, the standard conversion may vary in some disciplines. The total Laboratory/Studio line is used to designate in load vs. out of load hours. The length of a course may be altered and configured as a short-term course on the PeopleSoft Catalog Input Form.

6. **Requisite Skills.** List the specific requisite(s).
7. **Note.** This entry identifies any unique aspect of the course, activities, or special requirements made of students
8. **Course Entry Standards.** This section of the course outline lists what knowledge and skills students will need to have when they **begin** the course.

All courses **must** list the Skill Level Ranges.

Courses with Recommended Preparations, but no other requisite skills, need only list the Skill Level Ranges.

Courses with prerequisites **must** complete this section by addressing the Course Exit Standards of the prerequisite course. The phrase, “Prior to enrolling in the course, the student should be able to” should be followed by a list of standards. Each standard is given a number, begins with a lower case letter, and ends with a semicolon, except for the final standard, which ends with a period.

Courses with corequisites **must** complete this section by addressing the Course Exit Standards of the corequisite course that enhances the learning experience in the target course. The phrase, “While enrolled in this course the student should be able to” should be followed by a list of standards. Each standard is given a number, begins with a lower case letter, and ends with a semicolon, except for the final standard, which ends with a period.

9. **Course Exit Standards.** These objectives specify what a student will attain from taking the course. Therefore, they are directed at measurable student accomplishments rather than what the instructor hopes to accomplish. They further enable the instructor to access the degree to which the student has accomplished what was intended, so the statement must be an observable activity.

The exit standards are written in the same format as the entry standards.

10. **Header.** Name of the course (Discipline and Number) and page number should appear on the second page and subsequent pages.
11. **Course Content.** This section identifies the course content in topical outline format. The number of hours in each major content area should be identified at the right margin. The format used identifies major topics at the “A” level of the outline, a subdivision at the level “1”, and support content at the “a” level. Each item at every level must begin with a capital letter. There should be obvious agreement between the catalog statement, the course exit standards, and the course content.
12. **Method of Instruction.** Methods of presenting course content, which might be

used and are appropriate to course content are identified in this section.

The phrase, "The following instructional methodologies may be used in this course" should be followed by a list of standards. Each standard is given a number, begins with a lower case letter, and ends with a semicolon, except for the final standard, which ends with a period.

13. ***Out of Class Assignments.*** This section should identify components of the final course grade. If a course is Credit/No Credit, it should be indicated as such in this section. The phrase, "The following out of class assignments may be used in this course" should be followed by a list of out of class assignments. Each standard is given a number, begins with a lower case letter, and ends with a semicolon, except for the final standard which ends with a period.
14. ***Methods of Evaluation.*** This section should identify components of the final course grade. If a course is Credit/No Credit, it should be indicated as such in this section. The phrase, "The following methods of evaluation may be used in this course" should be followed by a list of methods of evaluation. Each standard is given a number, begins with a lower case letter, and ends with a semicolon, except for the final standard which ends with a period.
15. ***Textbooks.*** Textbooks should be listed on three lines as shown in the example outlines. Please use MLA documentation to describe the textbook. Examples of MLA documentation for textbooks may be found here: <http://www.glendale.edu/library/research/MLAStyle.pdf>
Below the textbook's citation please include the textbook's reading level and ISBN number (it is acceptable to use either the 10 or 13 digit ISBN number).
16. ***Student Learning Outcomes.*** Student Learning Outcomes (SLOs) are commonly defined as the knowledge, skills, and abilities that students have attained as a result of their involvement in a particular set of educational experiences such as within a specific course. Ideal examples of Student Learning Outcomes: are observable and measurable, are discipline specific, relate to GCC's Core Competencies/ISLOs if applicable, align with standards presented by respective professional organizations use action verbs associated with Bloom's Taxonomy.

Guidance for Justification for Need for New Course Outlines of Record

The text below is taken from *The Course Outline of Record: A Curriculum Reference Guide* published by the Academic Senate for California Community Colleges in 2008

Purpose: The *Program and Course Approval Handbook* mandates that “[t]here is a demonstrable need for a course or program that meets the stated goals and objectives, at this time, and in the region the college proposes to serve”.

For transfer programs and courses, this need is more easily established by determining both student demand and transfer university majors. For career technical programs and courses, this need is significantly more challenging to establish and must rely on such things as researching labor market data, potential employer needs, advisory committee input, and job advertising information, to name a few.

The need statement should establish the role a course in the major programs or general education areas in which it is designed to serve. If it is a stand-alone course, not part of a program, its role in the college’s curriculum should be explained. In particular, this rationale should point out the reason that existing courses do not meet this identified need and clearly distinguishes the role of the proposed course from that of a similar course.

Writing a Justification for Need:

Write a brief description that shows that there is a demonstrable need for the course which meets the stated goals and objectives at the time and in the region the college proposes to serve. This justification should include, as applicable:

- a statement of the course’s program applicability including the specific name(s) of the programs which the course will be included as either a requirement or as a restricted elective;
- a brief explanation of any data either from SLO assessments which has led to the proposal of the course;
- other sources of data such as labor market data, advisory committee input, job advertising information;
- information regarding the course’s transferability baccalaureate institutions which has led to the proposal of the course.

Examples:

I. **Justification for Need**

Psychology 203 will be a required course for the Associate in Arts for Transfer degree in Psychology and the Associate in Arts for Transfer degree in Sociology. This course is related to the college goal of continuing the development of AA and AS-T degrees. The Sociology and Psychology AA-T degrees are accepted by the California State Universities to which our students most frequently transfer.

I. **Justification for Need**

This course reflects a new requirement in hazardous materials technology which is now required for the Fire Technology AS degree/certificate. The course reflects data from student learning outcomes assessments which showed that students needed additional training in this area.

Suggested Methods of Instruction

lecture
multimedia
Online (including hybrid, blogs, discussion groups, etc.)
individual or group student presentations
laboratory practice
discussion
collaborative learning
demonstration
field activities/trips
guest speakers
presentation

Please use the list of methods of presentation above as guidelines and suggestions as you develop course outlines within your discipline. When considering methods of presentation to use, please keep in mind that they should suggest a link between the course's content, objectives, assignments, and methods of presentation

Example:

VI. Methods of Presentation

The following instructional methodologies may be used in the course:

1. lecture;
2. multimedia;
3. individual and group presentations;
4. online.

Suggested Out of Class Assignments

<p>essays (<i>if assigning an essay please list in parenthesis a type of essay that an instructor may assign beginning with "e.g."</i>).</p> <p>Example: essays (e.g. an argumentative essay on the impact of the Marshall Plan on the U.S. economy) or Example: essays (e.g. an explanatory essay which uses three readings from class to demonstrate how it's possible for TSA agents to detect behavior which may suggest that an airline passenger will engage in an act of terrorism)</p>
<p>research paper (<i>if assigning a research paper please list in parenthesis a type of essay that an instructor may assign beginning with "e.g."</i>).</p> <p>Example: research paper (e.g. a research paper using multiple primary and secondary sources on human cloning)</p>
<p>group projects (<i>if assigning an essay please list in parenthesis a type of essay that an instructor may assign beginning with "e.g."</i>)</p> <p>Example: group project (e.g. a group project including a written outline and presentation on a new business plan)</p>
<p>individual projects (<i>if assigning an essay please list in parenthesis a type of essay that an instructor may assign beginning with "e.g."</i>)</p> <p>Example: individual project (e.g. an individual project including a written outline detailing a marketing strategy for a new business)</p>
<p>critiques (<i>if assigning a critique please list in parenthesis a type of critique that an instructor may design beginning with "e.g."</i>)</p> <p>Example: critique (e.g. a critique of a play) or Example: critique (e.g. a written critique of a classmate's photography portfolio)</p>
<p>portfolios (<i>if assigning a portfolio please list in parenthesis a type of portfolio that an instructor may design beginning with "e.g."</i>)</p> <p>Example: portfolio (e.g. a portfolio of digital photographs including a written self-evaluation of the photographs)</p>
<p>field activities and reports (<i>if assigning a field activity please list in parenthesis a type of activity that an instructor may design beginning with "e.g."</i>)</p> <p>Example: field activities (e.g. a written report of a field investigation of primates at the zoo)</p>
<p>graph of a data set (<i>if assigning a graph please list in parenthesis a type of activity that an instructor may design beginning with "e.g."</i>)</p> <p>Example: graph of a data set (e.g. a graph of a data set including calculations of its mean, median, and range with all dependent and independent variables described)</p>
<p>calculations (<i>if assigning calculations list in parenthesis a type of activity that an instructor may design beginning with "e.g."</i>)</p> <p>Example: calculations (e.g. using survey data collected from classmates on demand for a good or service, calculate price elasticity of demand) or Example: calculations (e.g. given tax rates, income level and deductions set by another student, calculate the effective, nominal and marginal tax rate)</p>

Please use the list above as guidelines and suggestions as you develop course outlines within your discipline. When considering what you will include, please keep in mind that they should suggest a link between the course's content, objectives, methods of presentation, and the determination of the requisite skills or recommended preparation required for a given course.

Example:

VII. Out of Class Assignments

The following out of class assignments may be used in the course:

1. group project (e.g. a group project including a written outline and presentation comparing *The Handmaid's Tale* to *Brave New World*);
2. research paper (e.g. a research paper using multiple primary and secondary sources on representations of human cloning in literature);
3. field activity (e.g. an interview with a community member regarding the ethics of genetic engineering).

Suggested Methods of Evaluation

midterm examinations
instructor evaluation of student portfolio of work
peer review or critique of student work
small group case study analyses followed by presentations of analyses to the class
instructor evaluation of in-class persuasive argument speech
final examination
practical examinations (for example, a practical laboratory examination in a culinary arts lecture/laboratory course)

Please use the list of methods of evaluation above as guidelines and suggestions as you develop course outlines within your discipline. When considering what you will include, please keep in mind that they should suggest a link between the course's content, objective, and the determination of the requisite skills or recommended preparation required for a given course.

Example:

VIII. Methods of Evaluation

The following methods of evaluation may be used in this course:

1. midterm examinations;
2. instructor and peer evaluation of student portfolio of work;
3. final examination.

DRAFT Proposal:

Course Repeatability

Per Title 5 § 55041, most credit courses at Glendale Community College are not repeatable. Exceptions to this regulation are limited to the following. Title 5 §55041(a) states that districts may only designate the following types of courses as repeatable:

1. Intercollegiate academic or vocational competition courses where the course is part of a district sanctioned competitive activity,
2. Intercollegiate athletics, and
3. 3. Courses that are part of a sequence of transfer courses required by CSU or UC for completion of the lower division major requirements for a bachelor's degree
(Note--courses which have the MIS "special class" code for disabled students are *always and will always be* repeatable)

Course Families

Courses which are "active participatory courses" (Title 5 § 55000) and courses which are in "Physical Education, Visual Arts, or Performing Arts" (Title 5 § 55040) shall be placed in families to be designated by discipline faculty and approved by the Curriculum and Instruction and Academic Affairs Committees.

At Glendale Community college these courses shall include:

all active participatory courses in physical education, music, dance, theatre arts. Furthermore, these courses shall include any fine arts courses associated with one of the TOP codes below:

- 10 Fine and Applied Arts
- 1001.00 Fine Art General
- 1002.00 Art (Painting, Drawing, Sculpture)
- 1002.10 Painting and Drawing
- 1002.20 Sculpture
- 1002.30 Ceramics
- 1009.00 Applied Design
- 1009.10 Jewelry
- 1011.00 Photography

Limitation on Enrollment within Course Families

Per Title 5 § 55040 (c) a student may enroll in "related active participatory courses [aka a course family]....for no more than four semesters or six quarters. This limitation applies even if a student receives a substandard grade during one or more of the enrollments in such a course or petitions for repetition due to special circumstances as provided in section 55045"