

GLENDALE COMMUNITY COLLEGE
CURRICULUM HANDBOOK

January, 1999

This handbook is the result of a collaborative effort involving faculty, administrators and classified staff. It is intended as a document that will undergo scrutiny and revision as policies, practices and regulations evolve at the local and state levels.

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INTRODUCTION

INTRODUCTION

The curriculum is the major statement any Institution makes about itself, about what it Can contribute to the intellectual development Of students, about what it thinks is Important in its teaching service to society.

(The Carnegie Foundation for the Advancement of Teaching 1979, p. 18)

Curriculum is the lifeblood of any college and is usually a shared responsibility of administration and faculty. At Glendale Community College, the faculty has the primary responsibility for curriculum development. This handbook is a working document on how curriculum is developed and approved at Glendale.

CCR T.5§55000 Definitions:

- a.) “*Course*” means an organized pattern of instruction on a specified subject offered by a community college.
- b.) “*Education Program*” is an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or a transfer to another institution of higher education.
- c.) “*Class*” means a community services offering.

FIVE APPROVAL CRITERIA FOR COURSES & PROGRAMS

These five criteria are derived from statute, regulation, intersegmental agreements, guidelines provided by transfer institutions and industry, and the experience of those involved in the intersegmental and occupational review of courses, as well as the standards of good practice established in the field of curriculum design.

1. Appropriateness to Mission

The stated goals and objectives of the proposed program, or the objectives defined in the course Outline of Record, are consistent with the mission of the community colleges as formulated in Title 5§55130(b)(5), and 55180 and with the mission and comprehensive or master plan of the college. Curricula fall within the mission when designed to be taught to lower division students for credit towards the degree, and/or for purposes of transfer, occupational preparation, or career supplementation or upgrade, rather than for avocational use. Courses that develop the ability of students to succeed in college level courses and adult noncredit instruction also fall within the mission.

2. ***Need***
There is a demonstrable need for a course program that meets the stated goals and objectives, at this time, and in the region the college proposes to serve with the program.

3. ***Quality***
Courses and programs are integrated, with courses designed to effectively meet their objectives and the goals and objectives of the programs for which they are required. Outlines of Record for each course meet the standards outlined in Section IV.

4. ***Feasibility***
The college has the resources to maintain the course or program in which the course is required at the level of quality described in course Outlines of Record and the new program application. Local approval procedures for new curriculum incorporate a detailing of costs sufficient to determine that this criterion can be fulfilled by the college.

5. ***Compliance***
The course or program complies with all other laws applicable to it, including federal regulations and licensing requirements.

REVISION OF EXISTING CURRICULUM & PROGRAMS

Substantive changes are changes so significant that they must go through the curriculum process and on to C & I and Academic Affairs but need not go to the Board of Trustees for final approval. **Minor** changes are brought by the division to C & I for approval, sent on to Academic Affairs as information, and need not go to the Board.

SUBSTANTIVE	MINOR
Changes in units	Change in course name, number or title
Changes in Hours	Change in catalog description
Changes in Lecture/Lab Ratio	Change in note
Changes in Course Exit Standard	Course to be removed or returned to catalog
Courses brought back after being formally deleted	Splitting an existing course
Courses to be deleted from curriculum	Change in Method of Presentation
Changes in prerequisites, corequisites, and advisories	Combining two courses
	Change in repetitions

SECTION II
ROLES & RESPONSIBILITIES

RESPONSIBILITIES OF THE FACULTY

The faculty has the primary responsibility for developing new curricula, as defined in AB1725. In order to assist the governance committees in making intelligent decisions regarding the adoption of new courses and programs, the faculty member is encouraged to take the following steps:

1. Present the course or program proposal to the department/division for first reading, in consultation with:
 - a.) The Division Chair
 - b.) Colleagues in the discipline
 - c.) Advisory Committee
 - d.) Other colleges

2. Complete the Course Development Checklist, in consultation with:
 - a.) The Articulation Officer for transferability, degree applicability, credit, repeatability;
 - b.) The Senate for AA/AS Degree credit, Area 3 transferability, graduation and diversity requirements;
 - c.) The Library, Learning Center, and Administrative Information Services for instructional resources;
 - d.) The Planning and Research Office for prerequisites.
 - e.) The Dean of Instructional Services for catalog statement, course entry and exit standards, text, outline format, methods of presentation and assignments, and methods of evaluation.

3. Present a written draft of a new program to the Academic Affairs Committee;
Present a written draft of a new course outline to the Division Chairs Committee.

4. Obtain signature from the Technical Review Committee.

5. Present the formal course outline in proper format to the division for second reading.

6. Present the new course/program to the Curriculum and Instruction Committee.

7. Present the new course/program to the Academic Affairs Committee.

RESPONSIBILITIES OF DIVISION CHAIRS

Division Chairs serve as advisers to faculty members wishing to develop new courses or programs. They help faculty determine the place of a new course or program in the department curriculum, and they guide them through the steps of the course development process. Specifically, the duties of the division chair are to:

1. Advise the faculty member about the place of a new course or program in the curriculum.
2. Refer the faculty member to resources necessary when designing a new course or program:
 - a.) *Advisory Committee*
 - b.) *Other Colleges*
 - c.) *Divisions with related curriculum.*
3. Review the Model Course Outline with the faculty member and serve as adviser for its completion and the completion of the Course Development Checklist.
4. Complete Dictionary Input Sheet, in consultation with:
 - a.) *The Dean of Admissions and Records for hours and units, course name, course number, weeks, kind, long and short title, schedule description, basic skills designation, and special class status;*
 - b.) *The Dean of Career Education for FTE, VEA, SAM and TOPs codes;*
 - c.) *The Dean of Non-Credit Education if non-credit course;*
5. Place the course proposal on the division agenda for first reading.
6. Present the new course proposal to the Division Chairs Committee meeting, or the new program proposal to the Academic Affairs Committee meeting, with the faculty member as resource if desired.
7. Place the formal course outline on the division agenda for second reading.
8. Place the formal course outline on the Senate agenda.
9. Place the new course on the Curriculum and Instruction Committee agenda and represent or accompany the faculty member to the meeting.
10. Represent the division when the new course/program is presented at the Academic Affairs Committee meeting (faculty member/s may also attend).

TECHNICAL REVIEW COMMITTEE

Regular meetings of the Technical Review Committee are called by the Chair of the Curriculum and Instruction Committee to review all new course proposals prior to the second reading at the division of origin. The committee membership consists of the Chair of C & I and representatives from Administration, Faculty, and Classified. The committee verifies that the grammar and syntax of the proposed outline are correct and that all required components are present. The committee works directly with the Division Chair and/or the faculty originator(s) to resolve any problems. Revisions or additions are to be made before the course is returned to the division of origin for a second reading.

CURRICULUM AND INSTRUCTION COMMITTEE

The Curriculum and Instruction Committee is a subcommittee of the Academic Affairs Committee and is composed of representatives of the faculty, administration, classified staff, and student body. Its charge is to recommend action upon all curricular matters and to ensure the integrity of the institution's educational programs. Specifically, the Committee.

1. Reviews and recommends:
 - a.) all new and revised courses proposed by the division;
 - b.) all hours and units for credit courses;
 - c.) new and revised Associate of Arts majors;
 - d.) new and revised certificates;
 - e.) prerequisites, corequisites, recommended preparations;
 - f.) course repetitions, credit by exam, credit/no credit;
 - g.) AA/AS transfer credit;
 - h.) courses appropriate for specific AA/AS degree requirements, CSU breadth requirements, and IGETC requirements;
 - i.) all curriculum changes for the catalog;
 - j.) all course and program deletions for the catalog and the dictionary;
and it

2. Ensures that proposed new and revised courses are in the approved format and in compliance with community college standards and regulations.

CURRICULUM AND INSTRUCTION CHAIR

The duties and responsibilities of the Chair of the Curriculum and Instruction Committee are as follows:

1. Chair Technical Review Committee.
2. Prepare agendas.
3. Conduct the committee meetings.
4. Edit minutes.
5. Set the calendar of committee meetings.
6. Keep informed of curriculum standards, including Title V, the Curriculum Standards Handbook, Intersegmental and Accreditation Standards.
7. Supervise the orientation of new members and the ongoing training of continuing members.
8. Assist discipline faculty in the curriculum development process.
9. Assure that the committee functions take place smoothly; technical review, prerequisite review, general education review, library sign-off, and articulation.
10. Report regularly to the Academic Senate.
11. Sign off on IGETC and CSU-GE Breadth submittal forms.
12. Review and catalog drafts for concurrence with approved changes.
13. Review and recommend the C & I consent calendar to Academic Affairs.

ACADEMIC SENATE

The Glendale Community College Academic Senate, as a result of the 1993 Mutual Gains Report, shares with the college administration the responsibility for making recommendations in the areas of curriculum and academic standards to the college governing board. Curriculum, including establishing prerequisites and placing courses within disciplines, has been delegated to the Academic Affairs Committee. The Academic Senate and the Academic Affairs Committee share the responsibility for graduation requirements. Associate in Arts majors, the Cultural Diversity requirement for AA/AS Degree, and the designation of transfer status for new curricula rest with the Senate. New revised, and existing courses that are proposed as meeting the aforementioned areas of Senate responsibility are sent to the Academic Senate for approval after the second reading at the division level. Courses are then sent to the Academic Affairs for recommended action.

ACADEMIC AFFAIRS COMMITTEE

The academic Affairs Committee, which is composed of representatives of the faculty, administration, classified staff and student body, reviews and recommends action upon curricular matters that have been approved by the Curriculum and Instruction Committee. This committee is one of the college's three standing governance committees; its charge is to review and recommend action upon all governance issues that are related to the academic programs of the college. The Academic Affairs Committee recommendations are passed to the Executive Committee for inclusion on the Board agenda. In matters of curriculum, the Academic Affairs Committee has the following responsibilities:

1. To review and recommend all new class, course, and program proposals in light of the five criteria established by the state for curriculum approval.
2. To review and recommend deletions from the existing curriculum.
3. To review and recommend action on existing curricula that is in need of substantive change.
4. To review and recommend action on existing curricula with changes in requisite skills.
5. To encourage and recommend development of new curricula.
6. To request, consider and respond to reports from various college groups whose work bears directly on the curriculum.
7. To recommend Associate in Arts and Associate in Science degree requirements to the Executive Committee and the Board of Trustees.
8. To disseminate curricular information and recommendations to the faculty, the administration and the Board of Trustees.
9. To implement state mandated regulations or policies that effect curriculum.
10. To recommend additions, deletions or modifications in general education patterns for the Associate in Arts Degree, the Associate in Science Degree, the California State University General Education Breadth Requirements and the Intersegmental General Education Transfer Curriculum (IGETC).
11. To consult collegially with the Academic Senate on all matters identified in the college Mutual Gains document.

THE EXECUTIVE COMMITTEE

The Executive Committee reviews all curricular matters recommended by the Academic Affairs Committee. It submits new courses, programs, and deletions or changes in the curriculum to the Board of Trustees for approval.

THE BOARD OF TRUSTEES

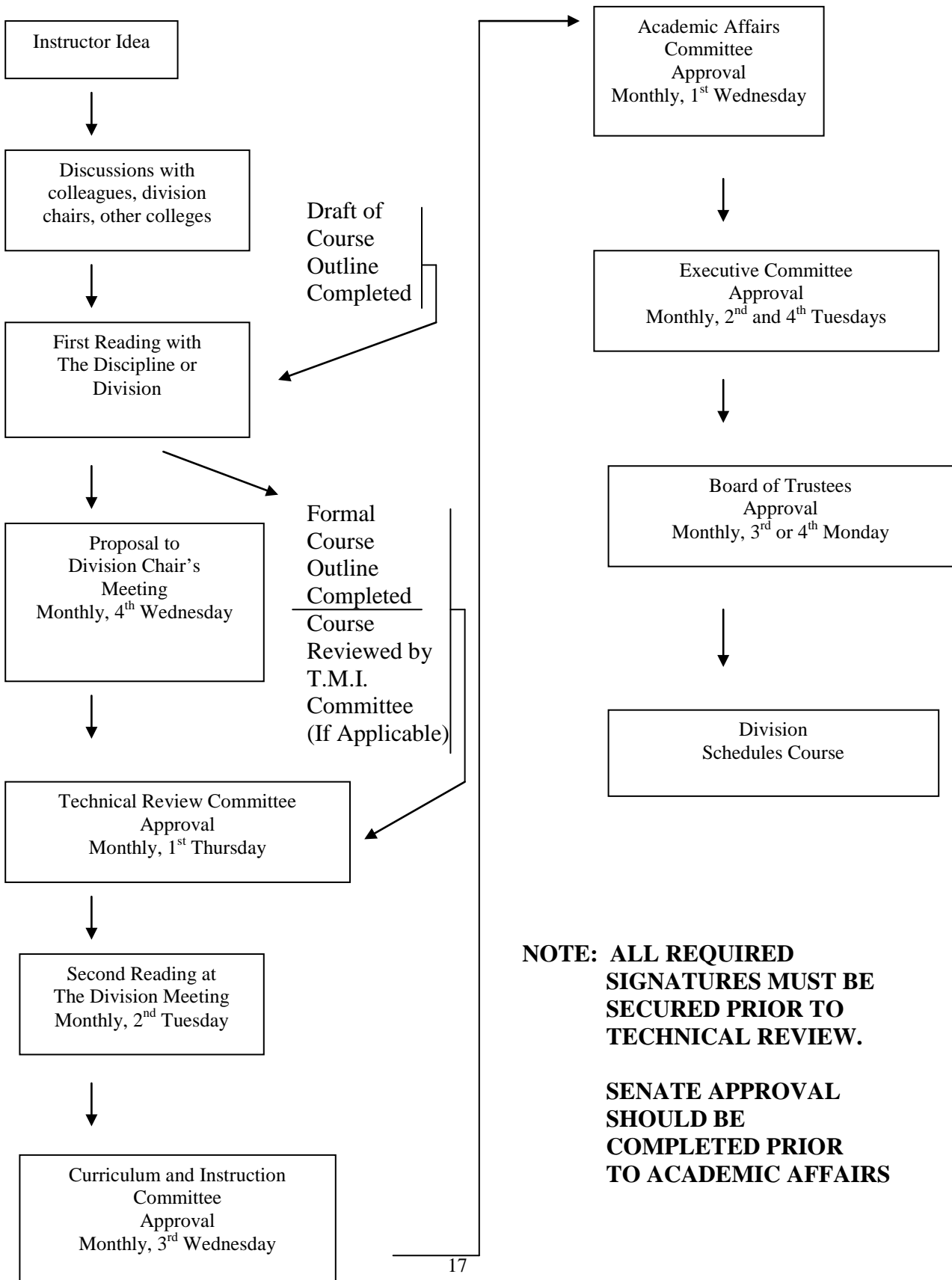
It is the responsibility of the Board of Trustees to establish academic and curricular policies and to approve all educational programs and courses of instruction which serve the mission and goals of the College. The Board submits new and deleted education programs to the Chancellor's Office for approval. Community Services need not be referred to the State level.

THE DIVISIONS

At the end of the course approval process, the official course outline is filed in the Instruction Office. The appropriate division may then schedule the course and recommend the teacher of record.

SECTION III
CURRICULUM APPROVAL PROCESS

COURSE DEVELOPMENT PROCESS



SECTION IV
THE COURSE OUTLINE

Degree Applicable
Non-Degree Applicable
Non-Credit

1

Glendale Community College
Month, Year

COURSE OUTLINE 2

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

I. **Catalog Statement** (Description of Course) **3**

Write the course description in sentence form as it is to appear in the catalog. Start with the title 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 **4**

Lecture Hours - 0.0

Total Laboratory/Studio Hours - 0.0

(Faculty Laboratory/Studio Hours 0.0 + Student Laboratory/ Studio Hours 0.0 = 0.0 Total Laboratory/Studio Hours)

Requisite Skills: (State prerequisite(s), corequisite(s), and/or recommended preparation(s) here) **5**

Note: If a note is necessary, enter it here. **6**

II. **Course Entry Expectations** **7**

Skills Level Ranges: (For all courses, list skills level ranges here)
Reading 0; Writing 0; Listening/Speaking 0; Math 0.

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.
- 3.

Name of Course (Discipline and Number)	8
Page #	
III. <u>Course Exit Standards</u>	9
Upon successful completion of the required coursework, the student will be able to:	
1.	
2.	
3.	
IV. <u>Course Content</u>	10
Develop the course content in outline form. Indicate the NUMBER OF HOURS spent covering each major content area.	
A.	xx Hours
1.	
2.	
3.	
a.	
b.	
c.	
B.	xx Hours
1.	
2.	
C.	xx Hours
1.	
2.	
V. <u>Methods of Presentation</u>	11
The following instructional methodologies may be used in the course:	
1.	
2.	
3.	
VI. <u>Assignments and Methods of Evaluation</u>	12
1.	
2.	
3.	
VII. <u>Textbooks</u>	13
<hr/>	
(Name of Author [last name, first initial.] <u>Title of the Book</u> , Edition. (or Current Edition))	
<hr/>	
(City of Publication: Name of Publisher, Publication Date.)	
<hr/>	
0 th Grade Textbook Reading Level. ISBN: for both hard cover and paperback [if available]	

Numerical Key to Course Outline

1. Course Standards/Degree Applicability. Refer to Section V.
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.
3. **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. The writer should attempt to be thorough but concise with no unnecessary content.
4. **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 discussion, laboratory, studio, or performance activities is specified with the weekly hours for one unit of credit. The standard conversion for these activities is three weekly hours for one unit of credit. However, the standard conversion may vary in some disciplines. The length of a course may be altered and configured as a short-term course on the Dictionary Input.
5. **Requisite Skills.** See Section VI.
6. **Note.** This entry identifies any unique aspect of the course, activities, or special requirements made of students.
7. **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. Information for formulating the Skill Level Ranges is found in Section VI.

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, “At the beginning of 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.

8. ***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 assess the degree to which the student has accomplished what was intended, so the statement must be an observable activity. For further information, consult Appendix B. The exit standards are written in the same format as the entry standards.
9. ***Header.*** Name of the course (Discipline and Number) and page number should appear on the second page and subsequent pages.
10. ***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.
11. ***Method of Presentation.*** Methods of presenting course content which might be used and are appropriate to course content are identified in this section. Examples might include methodologies such as lecture, small group discussion or projects, film, or multi-media presentations. 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.
12. ***Assignments and Method of Evaluation.*** This section should identify components of the final course grade. The examinations and the weight assigned to each should be specified. If a course is Credit/No Credit, it should be indicated as such in this section. Each standard is given a number, begins with an upper case letter, is a complete sentence, and ends with a period.
13. ***Textbooks.*** Textbooks should be listed on three lines as shown in the example outline.

FACULTY PROPOSING: _____ DIVISION: _____

CURRICULUM DATA DICTIONARY INPUT

TERM & YEAR EFFECTIVE: _____ DATE: _____ DIVISION: _____

COURSE NAME: ___ COURSE NUMBER: _____ SUB NUMBER: ___ WEEKS: _____

KIND: _____ LONG DESCRIPTION: _____ SHORT DESCRIPTION: _____

CLASSIFICATION CODE: _____ TRANSFER CODE: _____ MINIMUM UNITS: _____

MAXIMUM UNITS: ___ LECTURE HOURS: ___ *TOTAL LAB/STUDIO HOURS: _____

FTE: ___ CLASS SIZE: ___ CO/PREREQUISITE: ___ BACCALAUREATE LEVEL: _____

CREDIT/NO CREDIT: _____ # OF REPEATS: _____ VEA: _____ SAM CODE: _____

TOPS CODE: _____ BASIC SKILLS: _____ SPECIAL CLASS STATUS: _____

* (Faculty Lab/Studio Hours: _____ + Student Lab/Studio Hours: _____ = Total Lab Hours: _____)

COURSE INFORMATION

1. Credit/No Credit: Only: _____ No: ___ Optional: ___ N/A: _____

2. Open Entry/Open Exit Yes: ___ No: ___

3. Credit By Examination Yes: ___ No: ___ N/A: _____

4. Is this course for a Certificate of Completion? Yes: _____ No: _____

Required course Yes: ___ No: ___

Recommended course Yes: ___ No: ___

If yes, which certificate(s)? _____

5. Is this course required for an Associate in Arts Major? Yes: _____ No: _____

If yes, which major(s)? _____

6. Is this course proposed for a local General Education Requirement for Graduation?

Natural Science: _____ Social Science: _____ None: _____

Humanities: 1. Interdisciplinary Humanities
2. Arts, Foreign Language, Literature, and Philosophy

Language & Rationality: 1. English Composition
2. Communication and Analytical Thinking

7. Is this course proposed for a local AA/As requirement? Yes: ___ No: ___
If yes, which requirement (*List by # 2-8 & Name*): _____
8. Is this course proposed for CSU Breadth Requirements? Yes: ___ No: ___
If yes, which recommended area:
a.) Communication in the English Language and Critical Thinking
b.) Physical Universe and its Forms
c.) Arts, Literature, Philosophy, and Foreign Language
d.) Social, Political, and Economic Institutions
e.) Lifelong Understanding and Self-Development
9. Is this course proposed for the IGETC? Yes: ___ No: ___
If yes, indicate which area:
a.) English Communication: Composition: ___ Critical Thinking: ___ Oral
Communication: ___
b.) Mathematical Concepts/Quantitative Reasoning
c.) Arts/Humanities
d.) Social/Behavioral Sciences
e.) Physical/Biological Sciences
f.) Language other than English
10. If this course is transferable, indicate Senate Criteria. 1. ___ 2. ___ 3. ___
11. Course Discipline(s): _____
12. Brief Schedule Description (*four lines maximum length, using full sentences*)

CLEARANCES AND APPROVALS

I certify that this course requires appropriate college level reading and writing assignments which are directly related to the objectives and content of the course and which are taught in accordance with a set of instructional objectives common to all students enrolled in the course.

Division Chair

Date

Chair, Curriculum and Instructional Committee

Date

Chair, Academic Affairs Committee

Date

Approved By Board of Trustees

Date

DICTIONARY CHANGE INPUT SHEET
(FOR REVISIONS OF EXISTING COURSES ONLY)

Most revisions of existing courses will require a change in the course dictionary. For revisions that require a change, a current copy of the course's Expanded Dictionary W/State MIS with all changes should be submitted to the Instruction Office after all changes have been approved at C & I and, if necessary, Academic Affairs.

Below is a copy of a course's current Expanded Dictionary W/State MIS:

EXPENDED DICTIONARY W/STATE										Effective Dates 08/15/200
CRSNAME	LIB	CRSE-NUM	191	WEEKS	16	KIND	30			
DIV	LONG DESCRIPTION			SHORT DESC	FEES	CLASSIFIED	TRANSFER			
2	INTRO TO INFO COMPETENCY			INFO COM	0.00	A	2			
MIN	MAX	LEC	LAB	ADA	FTE	CLAS				
UNITS	UNITS	HOURS	HOURS	HOURS	EQUIV	SIZE	PRE	BAC	CR/NC	NUMBER OF REPEATS
0.00	1.00	1.00	1.00	0000	0.067	18	N	B		0
VEA	SAM	TOPS CODE	OLD RECORD	BASIC SKILLS	IGETC	CSU BREADTH				
N	X	1601.00								
PERM ID	SPECIAL CLASS STATUS	CAN CODE	CAN SEQ. CODE	CAN DATES						
000,000,001,923										
CLUSTER	CB22	NC	CGRY	TERM START	TERM END	CHUNKS				
0				20013	99999	2.0				

All changes, clearly marked in red should be made directly on the course's current Expanded Dictionary.

Curriculum Data Dictionary

The Curriculum Data Dictionary is required to control and coordinate the definitions of each course offered at Glendale Community College. The Dictionary affects the Adjunct Faculty Contracts, Class Master, Hourly Pay, Schedule of Classes, State FTES Reports, Student Records, and other required reports. Valid dictionary entries are critical to the maintenance of consistent record keeping. The specific data required for each new or revised course are as follows:

<u>Faculty Proposing:</u>	Name of faculty member who proposed or wrote the course. This person may be full-time or part-time faculty.
<u>Division:</u>	Name of the division in which the course resides.
<u>Term & Year Effective:</u>	Semester and year in which the course will be available to be scheduled.
<u>Date:</u>	Date the dictionary-input sheet is filled out.
<u>Division:</u>	A one character unique identifier for each division:

Division Name	Division Letter
Allied Health	V
Biology	B
Business	C
English	D
English as a Second Language	E
Health and Physical Education	H
International	I
Language Arts	L
Mathematics	M
Non-Credit	Z
Physical Science	P
Social Science	S
Student Development	G
Technical Education and Aviation	T
Visual and Performing Arts	F

Course Name: A three-to-five Character (5) discipline name Identifier; for example:

Child Development	CHLDLV
Humanities	HUMAN
Mathematics	MATH
Psychology	PSYCH
Theatre Arts	T ART

Course Number: A three-digit (3) course number identifier; for example:

Child Development	CHDLV	175
Humanities	HUMAN	115
Mathematics	MATH	108
Psychology	PSYCH	103
Theatre Arts	T ART	105

Sub Number: A two-digit (2) number used to uniquely identify the same course that may be offered for variable units, or an existing course that is revised but retains its original Course Name and Course Number. This number is not required in a new course unless the course is proposed as a variable unit offering. It must be included with certain types of revisions of an existing course. Revisions requiring the addition of a Sub Number include changes in: Course Title (Long and Short Descriptions), Units, and Hours. This number does not appear in the Schedule of Classes or the Catalog, but it identifies course variations or revisions in the campus **Management Information Systems (MIS)** and it affects changes to campus documents, especially student records, created by that system; for example:

Course Name	Sub Number	Course Title or Units/Hours
DANCE 120	02	Jazz I – 1 Unit/2 Hours
DANCE 120	04	Jazz I – 2Units/4 Hours
IND S. 149	70	Welding
MUSIC 102	No Sub Number (Original Course)	Introduction to Music Harmony
MUSIC 102	01 (Title Change)	Fundamental for Music Majors

Weeks: A two-digit (2) number used to indicate the number of weeks a course is offered during a semester, for example:

- 05
- 06
- 08
- 16

Kind: A two-digit (2) number used to describe instructional delivery methods.

10 --	Lecture Only
20 --	Lab Only
30 --	Lecture and Lab
40 --	Work Experience
51 --	Telecourse
54 --	Independent Study

Long Description: A maximum 28-character version of the course title used to describe the content of the course. This determines the appearance of the course title in the *Schedule of Classes*. Characters and spaces must be included in the total 28-character count; for example:

Course Name	Course Title
CHDLV 174	Super/Admin Nurs School I (25 characters)
HUMAN 115	World Mythology (15 characters)
MATH 108	Differential Equa (18 characters)
PSYCH 103	Physiology Psychology (24 characters)
T ART 105	Theatre Arts Workshop (21 characters)

Short Description: A maximum 12-character version of the course title used to describe the content of the course. This determines the appearance of the course title on *Student Transcripts*. Characters and spaces must be included in the total 12-character count; for example:

Course Name	Course Title
CHDLV 174	Admin Nurs I (12 characters)
HUMAN 115	World Myth (10 characters)
MATH 108	Diff Equat (10 characters)
PSYCH 103	Phys Psych (10 characters)
T ART 105	Th Art Wkshp (12 characters)

Classification Code: A one-character (1) code that classifies the course into one of the following categories:

A	Liberal Arts and Sciences Education Course
B	Development Preparatory Course
C	Adult and Secondary Basic Education Course
D	Personal Development and Survival Course – Non-Handicapped Persons
E	Course for Substantially Handicapped Persons
F	Parenting and Family Support course
G	Community and Civic Development Course
H	General and Cultural Course
I	Occupational Educational Course

Transfer Code: A One-character (1) code that indicates the transferability status of the course as follows:

0	Non-transferable; Non-Degree Applicable
1	Non-transferable; AA/AS Degree Applicable
2	Transferable upon admission to a CSU Campus – Determined locally; does not require prior CSU approval.
3	Transferable upon admission to CSU, UC, or Private College – Must have received prior UC approval

Minimum Units: A four-digit (4) decimal number to denote the minimum units allowable in a variable unit class; for example:

00.50	One-half (1/2) unit of credit
01.00	One (1) unit of credit
01.50	One and one-half (1 ½) units of credit
02.00	Two (2) units of credit, etc.

Maximum Units: A four-digit (4) number to denote the maximum units allowable in a variable unit class, and units for all non-variable unit courses; for example:

01.00	One (1) unit of credit
01.50	One and one-half (1 ½) units of credit
02.00	Two(2) units of credit, etc.
03.00	Three (3) units of credit, etc.

Lecture Hours: A four-digit (4) decimal number to denote the number of weekly lecture hours that are part of the faculty load and required student attendance. These hours are indicated in order to correctly calculate FTES, WSCH, and FTE ; for example:

01.00	One (1) hour of lecture weekly
01.50	One and one-half (1 ½) hours of lecture weekly

Total Lab/Studio Hours:

A four-digit (4) decimal number to denote the total number of weekly lab hours of required student attendance. This number may exceed the number of hours of faculty-supervised lab, and is used in calculation WSCH and FTES rather than faculty load (FTE); for example:

01.00	One (1) hour of lab weekly
01.50	One and one-half (1 ½) hours of lab weekly
02.00	Two (2) hours of lab weekly, etc.

Faculty Lab/Studio Hours:

A four-digit (4) decimal number to denote the number of weekly lab/studio hours that are supervised by a faculty member and, thus, are part of faculty load as well as WSCH and FTES. These hours are indicated in order to correctly calculate WSCH, FTES, and FTE; for example:

01.00	One (1) hour of lab weekly
01.50	One and one-half (1 ½) hours of lab weekly
02.00	Two (2) hours of lab weekly, etc.

Student Lab/Studio Hours:

A four-digit (4) decimal number to denote the number of non-faculty-supervised weekly lab hours of required student attendance. If non-faculty-supervised lab time is part of the course, these hours must exceed the number used in the calculation of Faculty Lab/Studio Hours. The hours are indicated in order to correctly calculate WSCH and FTES; for example:

00.00	Zero non-faculty-supervised weekly lab hours
01.00	One (1) hour non-faculty-supervised lab
01.50	One and one-half (1 ½) hours non-faculty-supervised lab
02.00	Two (2) hours non-faculty-supervised lab, etc.

FTE: **Full Time Equivalent.** A four-digit (4) decimal number that equates the required faculty lecture and/or lab hours to a percentage of a full-time faculty members load. This number is affected by the faculty load ranges agreed to by the District and Guild; for example:

0.200	Three (3) hours of lecture/fifteen (15) hour load factor
0.311	Two (2) hours of lecture and four (4) hours of lab/fifteen (15) hour load factor with LHE (Lab Hour Equivalent)
0.142	Three (3) hours of lab/twenty-one (21) hour load factor

For a more complete listing of Dictionary FTE, see the charts in Appendix C. The first chart lists all of the disciplines alphabetically with the contract load range for that discipline. The second group of charts list the FTE by the various hourly load range factors.

Class Size: A three-digit (3) number to denote the maximum seat-load for the course. This number determines when the class is closed during registration. In addition, it affect the Wait List size because the Wait List is a percentage of the maximum course seat-load; for example:

025	Twenty-five seat maximum
040	Forty seat maximum
120	One-hundred and twenty seat maximum

Prerequisite: A one-character (1) field to denote whether or not a course has a prerequisite.

Baccalaureate Level: A one-character (1) field to denote whether the course is recommended for a baccalaureate degree.

B or Leave Blank

Credit/No Credit: A one-character (1) field to denote whether the course is Credit or No Credit ONLY.

If **Y** then student **MAY NOT** earn a letter grade.

of Repeats: A one-digit (1) number denoting the number of times a course may be *repeated*. For a complete description of the types of courses that meet repeatability criterion, as defined in Title V, refer to Section V, p.00. This number must not exceed three (3). Numbers in this field indicate the following:

1	Course may be taken twice
2	Course may be taken three times
3	Course may be taken four times

VEA: A one-character (1) field to denote whether or not the course is vocation education.

If **V** then the course is Vocational Education
 If **N** then the course is **NOT** Vocational Education.

SAM Code: **S**tudent **A**ccountability **M**odel. A one-character code used to indicate the degree to which a course is occupational.

Coding	Meaning
A	Apprenticeship (approved to be offered to apprentices only)
B	Advanced Occupational (but not limited to apprentices)
C	Clearly Occupational (but not advanced)
D	Possibly Occupational
E	Non-occupational but offered in an Occupational Department (exclusive of courses offered in F)
F	Consumer and Homemaker (whether or not the course is offered in an Occupational Department)
O	All Other
X	Unknown

TOPs Code: **T**axonomy **O**f **P**rograms. A six-digit (6) decimal number used by the State and the college to identify the course by discipline or sub-discipline. The Taxonomy of Programs is a common numeric coding system by which districts and colleges categorize courses on the basis of the similarities of their published goals and objectives. A TOPs Code is requested by a college when applying for the approval of a new degree or certificate program. The Chancellor's Office then determines the TOPs Code and enters it into the *Inventory of Approved Programs* when the new program is approved. A TOPs Code is reported with every course. For a complete list of approved TOPs Codes, see Appendix B1, B2 and B3.

Basic Skills: A one-character (1) field to denote whether the course is eligible for Basic Skill funding.

Y or Leave Blank

Special Class Status: A one-character (1) field to denote whether the course has special status. Special Class Status is awarded to credit courses designed specifically for disabled student.

Classes specially designed for disabled students may be a section of an existing course, taught in accordance with the Outline of Record for that course, but supplemented to define the specific conditions that obtain in that particular section in order to accommodate state disabilities. Special classes may also refer to distinct courses with their own Outlines of Record designed either to meet educational objectives unique to a population with specific disabilities or to supplement the standard objectives in an otherwise similar course, with objectives unique to that population.

S or Leave Blank

Curriculum Data Dictionary
Course Information

1. Credit/No Credit: Only: _____ No: ___ Optional: ___ N/A: _____
Refer to Section V, p. 5

2. Open Entry/Open Exit Yes: ___ No: ___
Refer to Section V, p. 6

3. Credit By Examination Yes: ___ No: ___ N/A: _____
Refer to Section V, p. 6

4. Is this course for a Certificate of Completion? Yes: _____ No: _____
Required course Yes: ___ No: ___
Recommended course Yes: ___ No: ___
If yes, which certificate(s)? _____

Refer to Section V, p. 7

5. Is this course required for an Associate in Arts Major? Yes: _____ No: ___
If yes, which major(s)? _____

Refer to Section V, p. 7

6. Is this course proposed for a local General Education Requirement for Graduation?
Natural Science: _____ Social Science: _____ None: _____

Humanities: 1. Interdisciplinary Humanities
2. Arts, Foreign Language, Literature, and Philosophy

Language & Rationality: 1. English Composition
2. Communication and Analytical Thinking

Refer to Section V, pp. 7-8

7. Is this course proposed for a local AA/As requirement? Yes: ___ No: ___
If yes, which requirement (*List by # 2-8 & Name*): _____

Refer to Section V, pp. 8-9

8. Is this course proposed for CSU Breadth Requirements? Yes: ___ No: ___
If yes, which recommended area:
a.) Communication in the English Language and Critical Thinking
b.) Physical Universe and its Forms
c.) Arts, Literature, Philosophy, and Foreign Language
d.) Social, Political, and Economic Institutions
e.) Lifelong Understanding and Self-Development

Refer to Section V, pp. 11-12

9. Is this course proposed for the IGETC? Yes: ___ No: ___
If yes, indicate which area:
a.) English Communication: Composition: ___ Critical Thinking: ___ Oral
Communication: _____
b.) Mathematical Concepts/Quantitative Reasoning
c.) Arts/Humanities
d.) Social/Behavioral Sciences
e.) Physical/Biological Sciences
f.) Language other than English

Refer to Section V, pp. 13-15

10. If this course is transferable, indicate Senate Criteria. 1. ___ 2. ___ 3. ___

Refer to Section V, p. 10

11. Course Discipline(s): _____

Refer to Appendix F

12. **Course Short Description:** *(four lines maximum length, using full sentences)*

This is the short description of the course and appears in the Schedule of Classes. This description should convey essential information about the course but may not exceed a total of four lines; for example:

MATH 108 includes the solution of ordinary differential equations using various techniques including variation of parameters, the Laplace transform, power series, numerical methods, systems of linear differential equations, and an introduction to the Fourier Series.

PSYCH 103 explores the relationship between mind and body with emphasis on the central nervous system and physiological explanations for human behavior.

Required Signatures:

Division Chair: Signature is provided after the course passes the Second Division Reading.

Chair, Curriculum and Instruction Committee:
Signature is provided after the course passes the First Reading at the Curriculum and Instruction Committee.

Chair, Academic Affairs Committee:
Signature is provided after the course passes the Second Reading at the Academic Affairs Committee.

Approved By Board of Trustees:
Date of Board of Trustees meeting where the course receives final approval and is available to be scheduled by the Division.

SECTION V

TITLE V AND INTERSEGMENTAL REGULATIONS AND STANDARDS

TITLE V AND INTERSEGMENTAL REGULATIONS AND STANDARDS

It is the responsibility of the college and its curriculum committee to assure that the standards summarized in Division 6 of Title V of the California Code of Regulations, i.e., the regulations that govern curriculum procedure in the California Community Colleges, are fulfilled for all new and existing courses. It is also their obligation to assure that all courses that are offered for transfer meet the particular standards of the institutions for which they are to be counted as transfer, especially those put forward for inclusion in systemwide agreements, such as IGETC (i.e., the Intersegmental General Education Transfer Core.)

TITLE V STANDARDS

ASSOCIATE DEGREE AND GENERAL EDUCATION COURSES

Courses approved through the local curriculum review process as suitable for fulfillment of associate degree and general education requirements must reflect an understanding by those reviewing the courses of both the expectations of the Board of Governors and those of 4-year colleges and universities. The standards for the Community College associate degree and general education courses are covered in this section.

The Outlines of Record for courses that are to count towards the associate degree must *integrate subject-specific critical thinking and problem solving skills into every component of the course*, whenever appropriate.

It is expected that this process will yield a coherent course in which the expectation laid out in the objectives are carried into the content, student assignments, and standards for student evaluations.

COURSE STANDARDS

CCR.T5 §55805.5 Types of courses Appropriate to the Associate Degree

The criteria established by the governing board of a community college district to implement its philosophy on the associate degree shall permit only courses that conform to the standards specified in Section 55002(a) and that fall into the following categories to be offered for associate degree credit:

- (a) All lower division courses accepted toward the baccalaureate degree by the California State University or University of California or designed to be offered for transfer.
- (b) Courses that apply to the major in non-baccalaureate occupational fields.

- (c) English courses not more than one level below the first transfer level composition course, typically known as English 1A. Each student may count only one such course as credit toward the associate degree.
- (d) All mathematical courses above and including Elementary Algebra.
- (e) Credit courses in English and mathematics taught in or on behalf of other departments and which, as determined by the local governing board, require entrance skills at a level equivalent to those necessary for the courses specified in sections (c) and (d) above.

CCR.T5 §55002(a) Associate Degree Credit Course

An associate degree credit course is a course which has been designated as appropriate to the associate degree in accordance with the requirements of Section 55805.5 and which has been recommended by the college and/or district curriculum committee and approved by the district governing board as a collegiate course meeting the needs of the students eligible for admission.

CCR.T5 §55002(a)(2) Standards for Approval of Degree Credit Courses

The college and/or district curriculum committee shall recommend approval of the course for associate degree credit if it meets the following standards:

- (a) Grading Policy: The course provides for measurement of student performance in terms of the state course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55758 of this Division. The grade is based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.
- (b) Units: The course grants units of credit based upon a relationship specified by the governing board, between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course also requires a minimum of three hours of work per week, including class time for each unit of credit, prorated for short-term, laboratory and activity courses.
- (c) Intensity: The course treats subject matter with a scope and intensity that require students to study independently outside of class time.

(d) Prerequisites and Corequisites:

When the college and/or district curriculum committee, determines, based on a review of the course Outline of Record, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or corequisites that are established, reviewed, and applied in accordance with the requirements of Article 2.5 (commencing with section 552200) of this Subchapter.

(e) Basic Skills Requirements:

If success in the course is dependent upon communication or computational skills, then the course shall require, consistent with the provision of Article 2.5 (commencing with section 55200) of this Subchapter, as prerequisites or corequisites eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively.

(f) Difficulty:

The course work calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level.

(g) Level:

The course requires learning skills and a vocabulary that the curriculum committee deems appropriate for a college course.

CCRT.5 §55002(b) Non-Degree Credit Course

A credit course designated by the governing board as not applicable to the associate degree is a course which, at a minimum, is recommended by the college and/or district curriculum committee (the committee described and established under Subdivision (a)(1) of this section) and is approved by the district governing board and falls within one of the categories described in Subdivision (1) of this subsection.

1. Types of Courses:

Non-degree applicable credit courses are:

- (a) Precollegiate basic skills courses as defined in section 55502(d) of this division.
- (b) Courses designed to enable students to succeed in college-level work (including, but not limited to, college orientation and guidance courses, and discipline-specific preparatory courses such as biology, history, or electronics) that integrate basic skills instruction throughout and assign grades partly upon the demonstrated mastery of those skills.
- (c) Precollegiate occupational preparation courses designed to provide foundation skills for students preparing for entry into college-level

occupational courses or programs.

- (d) Essential occupational instruction for which meeting the standards of section 55002(a) is neither necessary nor required.

2. Standards for Approval:

The college and/or district curriculum committee shall recommend approval of the course on the basis of the standards which follow. In order to be eligible for state apportionment, such courses must be approved (as courses not part of programs) by the Chancellor's Office as provided in section 551100 of this Division.

- (a) *Grading Policy.* The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade is based upon uniform standards in accordance with section 55758 of this division. The grade is based on demonstrated proficiency in the subject matter and the ability to demonstrate that proficiency, at least in part, by means of written expression that may include essays, or in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrated by students.
- (b) *Units.* The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course requires a minimum of three hours of student work per week, per unit, including class time and or demonstrated competency, for each unit of credit, prorated for short-term laboratory, and activity courses.
- (c) *Intensity.* The course provides instruction in critical thinking and generally treats subject matter with a scope and intensity that prepare students to study independently outside of class time and includes reading and writing assignments and homework. In particular, the assignments will be sufficiently rigorous that students completing each such course successfully will have acquired the skills necessary to successfully complete college-level work upon completion of required sequence of such courses.
- (d) *Prerequisites and corequisites.* When the college and/or district curriculum committee deems appropriate, the course may require prerequisites or corequisites for the course that are established, reviewed and applied in accordance with Article 2.5 (commencing with section 552200) of this Subchapter.

CCRT.5 §55002(c) Noncredit Course

A noncredit course is a course which, at a minimum, is recommended by the college and/or district curriculum committee and approved by the district governing board as a course meeting the needs of enrolled students.

Standards for Approval:

The college and/or district curriculum committee shall recommend approval of the course if the course treats subject matter and uses resource materials, teaching methods, and standards of attendance and achievement that the committee deems appropriate for the enrolled students. In order to be eligible for state apportionment, such courses are limited to the categories of instruction listed in Education Code section 84711, and must be approved by the Chancellor's Office as noted in Title V, section 55150.

CCRT.5 §55002(d) Community Service Class

A community service class is a class which meets the following minimum requirements:

1. Is approved by the local district governing board.
2. Is designed for the physical, mental, moral, economic, or civic development of persons enrolled therein.
3. Provides subject matter content, resource materials, and teaching methods which the district governing board deems appropriate for the enrolled students.
4. Is conducted in accordance with a predetermined strategy or plan.
5. Is open to call members of the community.
6. May not be claimed for apportionment purposes.

CCRT.5 §58161(c) Course Repetition

Courses that develop similar skills but (a) at increasingly sophisticated levels of practice, and/or (b) that are applied to different content (such as a drama course in which students master increasingly demanding roles in different plays) may be offered as repeatable courses, if approved for that purpose by the Chancellor's Office, or if the college has delegated course approval authority.

Each such repetition of a course must be designed to create a discernibly higher level of achievement such that the academic progress is clearly defined and the grading standards increase substantially with each repetition.

A given student may take the repeatable courses for credit, and for state apportionment, for up to the number of times the college has specified, but for no more than a total of four times altogether.

A college may indicate the sequence of repeatable courses with differing letters or numbers or course titles, such as 101 A-D, or 101-4, or “Beginning”, “Intermediate”, and “Advanced”. Or the college may simply permit a student to enroll up to three additional times after completion the course in question for the first time. But the college may *not* do both: it cannot both designate a series of courses increasingly advanced work in the same subject area, and then permit repeated enrollment at each of those levels.

State apportionment for repetition of courses not expressly authorized by this section may be claimed upon approval of the Chancellor in accordance with the following procedure:

1. The district must identify the courses which are to be repeatable, and designate such courses in its catalog;
2. The district must determine and certify that each identified course is one in which the course content differs each time it is offered, and that the student who repeats it is gaining an expanded educational experience for one of the two following reasons:
 - (a) Skills or proficiencies are enhanced by supervised repetition and practice within class period; or
 - (b) Active participatory experience in individual study or group assignments is the basic means by which learning objectives are obtained.
3. The district must develop and implement a mechanism for proper monitoring of such repetition. The attendance of students repeating a course pursuant to this subsection when approved by the Chancellor, may be claimed for state apportionment for more than three semesters or five quarters.

Colleges with delegated approval authority are not required to submit courses they wish to designate as repeatable to the Chancellor’s Office for approval, but may approve repeatability locally on the basis of the standards laid out above. Repeatable course are reported to the Chancellor’s Office through the statewide Management Information System (MIS)

CCRT.5 §55752 Credit-No Credit Options

The governing board of a district maintaining a community college may by resolution and regulation offer courses in either or both of the following categories and shall specify in its catalog the category into which each course falls:

1. Courses wherein all students are evaluated on a “credit-no credit” basis. When a district offers courses in which there is a single standard of performance for which unit credit is assigned, the “ACR/NC” grading shall be used to the exclusion of other grades.
2. Course wherein each student may elect on registration, or no later than the end of the first 30% of the term, whether the basis of evaluation is to be “credit-no credit” or a letter grade.

CCRT.5§58164 Open Entry/Open Exit Courses

The term “open entry/open exit courses” refers to courses in which students may enroll at various times, which student may complete at various times or at various paces, and for which students may receive various credit. Open entry/open exit course may be conducted with or without regularly scheduled hours.

CCRT.5§40408 Credit based on Examination

Unit credit toward the degree may be secured by passing an examination given or approved by the appropriate campus authority in courses offered by the campus and for which credit has not otherwise been allowed.

ASSOCIATE DEGREE STANDARDS

CCRT.5§55805. Philosophy and Criteria for Associate Degree and General Education

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

The awarding of an Associate Degree is intended to represent more than an accumulation of units. It is to symbolize a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights.

Among these are the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding. In addition to these accomplishments, the student shall possess sufficient depth in some field of knowledge to contribute to lifetime interest.

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

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

- (b) The governing board of a community college district shall also establish criteria to determine which courses may be used in implementing its philosophy on the associate degree and general education.
- (c) The governing board of a community college district shall, on a regular basis, review the policy and criteria established pursuant to subsections (a) and (b) of this section.

Certificates

Certificate programs are primarily business and technical programs for student desiring education beyond high school. In most cases these programs are planned without regard to transfer schools; however, many courses are transferable to four-year colleges and universities if students change their educational goals. No certificate shall consist of less than eighteen semesters. At least twelve units of required courses must be completed at Glendale Community College. By local rule, Certificate programs of less than twenty-four semester units may not be used to satisfy the major requirements for the Associate in Science degree.

CCRT.5§55806 Minimum Requirements for the Associate Degree

The governing board of a community college district shall confer the degree of Associate in Arts or Associate in Science upon a student who has demonstrated competence in reading, in written expression, and in mathematics, and who has satisfactorily completed 60 semester units or 90 quarter units of college work. This course work requirements must be fulfilled in a curriculum accepted toward the degree by a college within the district (as shown in its catalog.) It must include at least 18 semester or 27 quarter units in General Education and at least 18 semester or 27 quarter units in major as prescribed in this section. Of the required units, at least 12 semester or 18 quarter units must be completed in residence at the college granting the degree. Exceptions to residence requirements for the Associate Degree may be made by the governing board when it determines that an injustice or undue hardship would be placed on the student.

a.) *Major Requirements:*

At least 18 or 27-quarter units of study taken in a single discipline or related disciplines, as listed in the Community Colleges “Taxonomy of Programs” shall be required.

b.) *General Education Requirements:*

1. Students receiving an Associate degree shall complete a minimum of 18 semester or 27 quarter units of general education, including a minimum of three semester or four quarter units in each of the areas (a), (b) and (c) and the same minimum in each pair of (d). The remainder of the units requirements is also to be selected from among these four divisions or learning or as determined by local option:

A. *Natural Sciences:*

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

B. *Social and Behavioral Sciences:*

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

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

D. *Language and Rationality:*
Courses in language that cover the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses.

1. English Composition
Courses fulfilling the written composition requirement shall be designed to include both expository and argumentative writing.

2. Communication and Analytical Thinking
Courses fulfilling the communication and analytical thinking requirement include oral communications, mathematics, logic, statistics, computer languages and programming, and related disciplines.

2.) While courses might satisfy more than one general education requirement, it may not be counted more than once for these purposes. A course may be used to satisfy both a general education and a major requirement. Whether it may be counted again for a different degree requirement is a matter for each college to determine. Students may use the same course to meet a general education requirement for the Associate Degree and to partially satisfy a general education requirement at the California State University, if such a course is eligible under the provisions of section 40405 of this title.

3.) Ethnic Studies will be offered in at least one of the required areas.

Local Requirements:

American Institutions:

Knowledge of American Institutions is required.

State & Local Government:

Knowledge of State and Local Governments is required.

United States History:

Knowledge of American History is required.

Health:

Knowledge of community and personal hygiene must be demonstrated.

Physical Education:

Two semester units of physical education activity classes and/or dance activity classes must be completed unless exempted by established policy.

First Aid:

Knowledge of community first aid and CPR must be demonstrated.

Cultural Diversity:

Courses fulfilling this requirement aim to provide students with a broad education perspective by addressing such issues as the historical, cultural, psychological, sociological and political aspects of a variety of United States minority groups who, because of the physical or cultural characteristics, are singled out from others in the society for differential treatment. Courses fulfilling this requirement should develop a sensitivity to and an understanding of cultural differences; improve cross-cultural understanding and communication; provide exposure to non –dominant cultures and foster a deeper awareness of interdependence of nationalities, people and cultures in today’s world. One course in Cultural Diversity is required.

- *For the purposes of the requirement, “Cultural” and “cultures” shall be understood to include matters related to race, ethnicity, gender, sexual orientation, religion, and disabled status, as well as the totality of societally transmitted behavior patterns, arts, beliefs and institutions.*

Approved by Academic Senate 3/7/96

Approved by Academic Affairs 4/24/96

INTERSEGMENTAL STANDARDS

Intersegmental standards have been formulated by the segments themselves, together with guidance jointly developed by the Academic Senate for the California Community Colleges. Courses that are to count towards transfer must present the core concepts that define each discipline systematically, not incidentally, and must hold students accountable for mastering these concepts and methods at the level appropriate to the course. This fact does not mean that only theoretical courses can count towards transfer. It is educationally desirable, and often occupationally essential, to use “real world” or “hands-on” applications, and/or studio practices, etc. to focus student interest, illustrate concepts, and to test both theoretical and practical understanding of the core concepts. In order for such courses to count for general education however, the concepts and theories that makeup the core of the discipline must still be the main focus.

GUIDELINES FOR DETERMINING BACCALAUREATE-LEVEL COURSE WORK

Course must meet one of the following to be considered transferable:

1. Course is taught, for **lower division** baccalaureate credit, on at least one campus of CSU or UC.
OR
2. Course has been awarded transfer credit by the University of California
OR
3. The course must meet **all** of the following:
 - a) The course is presented in a manner that requires students:
 - learning skills and a vocabulary necessary to master the subject matter of a baccalaureate-level course **and**
 - the capacity to think critically and to understand and apply concepts.
 - b) The course shall:
 - treat subject matter with an intensity and pace that establishes an expectation for significantly greater learning independence than that required at the secondary level **and**
 - require the student to continue development of communication skills appropriate for higher education.
 - c) Coursework that:
 - enhances understanding of analytical, intellectual, scientific, or cultural concepts and traditions; generally shall be considered baccalaureate level **or**
 - enhances understanding of occupational and professional fields usually requiring experience in higher education as prerequisite to employment in such fields; may be considered baccalaureate level if it includes attention to appropriate theories and concepts **or**
 - provides instruction in occupational fields not usually requiring experience in higher education as prerequisite to such fields may be considered baccalaureate level if the primary emphasis is upon understanding the theories and concepts that underlie practice rather than only upon the development of technical skills required for immediate employment.

Approved by the Academic Senate, March 18, 1993

Approved by Campus Executive Committee, May 20, 1993 with the following changes: insert: "**lower division**" into number 1; and insert "**and**" into 3 a & b and "**or**" into 3 c.

Approved, with changes, by Academic Senate, September 2, 1993

California State University Executive Order 595

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

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

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

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

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

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

curricular procedures. In specifying inquiry into mathematical concepts and quantitative reasoning and their application, the intention is not to imply merely basic computational skills, but to encourage as well as the understanding of basic mathematical concepts.

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

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

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

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

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

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

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

INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM

All courses offered towards satisfaction of the requirements of the Intersegmental General Education Transfer Curriculum must be baccalaureate in level and must be acceptable for transfer among all segments of public postsecondary education. Advanced Placement credit that is considered equivalent to a course accepted for credit towards the Transfer Curriculum should also be acceptable. Except for the American Institutions requirements, double counting of courses (i.e., using one course to meet more than one university requirement) is not limited by the IGETC.

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

Subject Area: English Communication

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

*Students transferring to UC do not have to meet the oral communication requirement.

The English communication requirement shall be fulfilled by completion of three semesters or nine units of lower-division courses in English reading and written composition (1 course), critical thinking-English composition (1 course), and oral communication* (1 course). Successful completion of the course in reading and written composition shall be prerequisite to the course in critical thinking-English composition. The second semester of English composition required by the University of California may be met by those courses in critical thinking taught in a variety of disciplines which provide, as a major component, instruction in the composition of substantial essays and require students to write a sequence of such essays. Written work shall be evaluated for both composition and critical thinking. Texts chosen in this area should reflect an awareness of cultural diversity. Courses designed exclusively for the satisfaction of remedial composition cannot be counted towards fulfillment of the English composition requirement.

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

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

Subject Area: Mathematical Concepts and Quantitative Reasoning

(1 course; 3 semester, 4-5 quarter units)

The Mathematical Concepts and Quantitative Reasoning requirement shall be fulfilled by completion of a one-semester course in mathematics or statistics above the level of intermediate algebra, with a state course prerequisite of Intermediate Algebra. (See the description of “Algebra 2”, Statement On Competencies In Mathematics Expected Of Entering Freshman – 1988, revised February, 1988.) Courses on the application of statistics to a single discipline may not be used to fulfill this requirement. An appropriate course in statistics must emphasize the mathematical bases of statistics, probability theory and estimation, application and interpretation, uses and misuses, and the analysis and criticism of statistical arguments in public discourse.

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

Subject Area: Arts and Humanities

(at least 3 courses; 9 semester, 12-15 quarter units)

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

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

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

Subject Area: Physical and Biological Sciences

(at least 2 courses: 7-9 semester, 9-12 quarter units)

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

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

OTHER

Language Other Than English*

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

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

SECTION VI – STUDENT PREPARATION

Policies for Prerequisites, Corequisites, Recommended Preparation, and Enrollment Limitations

Overview

1. Determine type of prerequisite or corequisite desired for course or program and required level(s) of scrutiny.

(See Page 62 “Levels of Scrutiny Required for Prerequisites/Corequisites”)
2. For course or program prerequisites that require content review, complete faculty content review form.

(See Page 63 “Content Review”)
3. For prerequisites requiring data collection and analysis, content review must be approved by the Division prior to initiating research. (First Reading)

(See Page 68 “Research to Establish Prerequisites/Corequisites”)
4. Complete any additional required levels of scrutiny, using appropriate documentation.

(See Pages 69-70 “Required Forms”)
5. Present all required documentation to Division for endorsement and approval. (Second Reading)
6. Present completed documentation to Curriculum & Instruction Committee for approval.

POLICY OF OPEN COURSES, PREREQUISITES, COREQUISITES, RECOMMENDED PREPARATION AND LIMITATION ON ENROLLMENT

Legal Authority: Title 5, Sections 51006, 55002, 55220-55202, 58106

It is the policy of Glendale Community College that, unless specifically exempted by statute or regulation, every course, course section, or class, the attendance of which is to be reported for state aid, shall be fully open to enrollment and participation by any person who has been admitted to the college and who meets course prerequisites, corequisites, and enrollment limitations.

The Glendale Community College Board of Trustees adopted the following policy in order provide for the establishing, reviewing and challenging of prerequisites, corequisites, advisories on recommended preparation, and certain limitations on enrollment in a manner consistent with academic standards. The Board recognizes that ensuring high academic standards and providing a learning environment that encourages student success and fosters student access are of utmost importance. Therefore, the Board adopted this policy which calls for careful scrutiny in establishing prerequisites, corequisites, and advisories on recommended preparation and which provides for student challenges.

College Policies and Procedure:

1. The college shall provide the following explanations in both the College Catalog and the Schedule of Classes:
 - a.) Definitions of prerequisites, corequisites, and limitations on enrollment, including the specific differences among them and the specific prerequisites, corequisites, and limitations on enrollment which have been established pursuant to Sections 55200 (a)-(f) and 58106 of Title 5.
 - b.) Procedures for a student to challenge prerequisites, corequisites, and limitations on enrollment and circumstances under which a student may exercise the right to make such a challenge.
 - c.) Definitions of advisories on recommended preparation and the right of a student to enroll in a course despite lacking the recommended preparation.

Challenge Process:

2. The college shall establish procedures by which any student who does not meet a prerequisite or corequisite or who is not permitted to enroll due to a limitation on enrollment, but who provides satisfactory evidence, may seek entry into a course according to a challenge process, as required in and according to provisions of Sections 55201 (f) and 58106 (c)-(e) of Title 5.

Curriculum Review Process:

3. The college certifies that the Curriculum & Instruction Committee has been established by mutual agreement of the administration and the Faculty Senate, as required in Section 55002(a)(1) of Title 5. The Curriculum & Instruction Committee shall:
 1. Establish prerequisites, corequisites, advisories on recommended preparation, limitations on enrollment pursuant to Sections 55002, 55201, 55202 and 58106 of Title 5 and Section 614.7 of the Glendale College Policy.
 2. Verify and provide documentation that prerequisites or corequisites meet the scrutiny specified in Section 55201 (b)(1) of Title 5.
 3. Provide for a review of each prerequisite, corequisite, or advisory at least every six years, pursuant to Section 55201 (c)(3) of Title 5. Any prerequisite or corequisite which is successfully challenged under Section 55201 (f1, subsections (1), (2) or (3) shall be reviewed promptly thereafter to assure that it is in compliance with all other provisions of the law.
 4. Provide for a review of each limitation on enrollment at least every six years, pursuant to Section 614.7 of the Glendale College Policy.

Implementing Prerequisites, Corequisites, and Limitations on Enrollment:

4. The college has established procedures wherein every attempt shall be made to enforce all conditions a student must meet to be enrolled through the registration process, so that a student is not permitted to enroll unless he or she has met all the conditions or has met all except those for which there is a pending challenge or for which further information is needed before final determination of whether the student has met the condition(s), pursuant to Section 55202(g) of Title 5.

Instructor's Formal Agreement to Teach the Course as Described:

5. The college shall establish a procedure whereby courses for which prerequisites, corequisites, or advisories on recommended preparation are established will be taught in accordance with the course outline, particularly those aspects of the course that are the basis for justifying the establishment of the prerequisite or corequisite, pursuant to Section 55201 ©(2) of Title 5.

Instructions for Establishing Advisories, Corequisites, Prerequisites and Limitations on Enrollment

Deciding Whether to Set a Prerequisite or Corequisite, or an Advisory on Recommended Preparation. Once faculty in a discipline decide student without a prerequisite or corequisite are highly unlikely to succeed in a course, then an appropriate prerequisite or corequisite must be established. Prerequisites must be taken before enrollment in the course, and corequisites are taken concurrently with the course. Students without the prerequisite or corequisite are blocked from enrolling in the course. If faculty wish to advise students regarding skills or courses that will aid with success in the course without blocking enrollment, the faculty should follow the Procedures for Establishing Advisories on Recommended Preparation below.

Procedures for Establishing Prerequisites & Corequisites

Discipline faculty should determine what type of prerequisite is appropriate for their course or program by looking at the “Levels of Scrutiny Required for Prerequisites/Corequisites Summary” chart. Each row outlines the procedure for setting a particular type of a prerequisite and gives an example in the third column.

Procedures for Establishing Advisories on Recommended Preparation

Advisories on Recommended Preparation are established to inform students of skills or courses they are expected to have for success in a course. For example, faculty may agree that students would be much better prepared for Nursing if they had completed Anatomy. In this case, the faculties in Nursing and Biology may wish to establish an advisory. To establish an advisory, faculty must follow the appropriate process for content review. Although the review ought to suggest a relationship between the two courses, it need not prove that students are highly unlikely to succeed without a course. Students who do not meet the advisory may not be blocked from enrolling in the course.

**LEVELS OF SCRUTINY REQUIRED FOR
PREREQUISITES/COREQUISITES**

PREREQUISITES TYPES	REQUIRED ACTION	CAMPUS EXAMPLE
a.) Course In discipline sequence	Content Review	Acct 101 for Acct 102
b.) Course out of a discipline (not basic skills)	Content Review + 3 UC/CSU	Chem 101 for Biol 102
c.) Course eligibility for course out of discipline (basic skills)	Content Review + Statistical Evaluation	Eligibility for Engl 120 or ESL 151 for Hist 110
d.) Assessment Process for Placement	Content Review + Approved Test + Statistical Evaluation	A combination of assessment test scores and academic background for Engl 120
e.) Program Prerequisites	Content Review + Statistical Evaluation of prerequisite course for one course in program sequence.	Biol 120 for Nursing Program
f.) Health & Safety	Content Review for level of health & safety skills necessary	Eng 120/ESL 151 for Chem 101
g.) Measures of Readiness	Content Review + Statistical Evaluation	Typing ability for OA 101
h.) Outside Accreditation	Determined by Professional Group or state board	AD ST 105 for AD ST 117

OTHER LIMITS ON ENROLLMENTS

i.) Performance Courses	No impediment to cert./Degree + Disproportionate Impact Study	Ability to play an instrument for Music 146
j.) Honors Courses	Other Sections available	Scholars Program classes
k.) Transfer Eligibility	Intersegmental Agreement/IGETC Critical Thinking/Typically Writing	Engl 101 for Eng 102

OTHER/RELATED

l.) Recommended Preparation	Content Review	Eligibility for Engl 101 for Phil 101
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CONTENT REVIEW PROCESS

The purpose of content review is to clarify the skills and concepts developed in a (target) course, to identify possible gaps in skill development between a course and its prerequisite(s), and to assure smooth transition between the prerequisite(s) and the subsequent course. The method of content review is to establish entrance criteria for a (target) course needing a prerequisite and to compare them with the exit criteria for the prerequisite course.

A course prerequisite represents a professional judgment by the institution's faculty that a student's ability to succeed in a particular course is dependent on possessing certain abilities, skills, and/or knowledge prior to undertaking the course. In determining course objectives, various assumptions are made about the entering students' abilities, skills, and knowledge. The classification of these assumptions and the review of a prerequisite requires that a judgment procedure be undertaken, in coordination with departmental colleagues and the Division Chair (and occasionally the faculty and/or Chair of another Division).

STEP 1:

Define entrance expectations in the target course.

- a.) Faculty with appropriate expertise (should include full- or part-time faculty who teach the outcome course) should review the target course outline, syllabus, texts and reading assignments, tests, and any other course materials used.
- b.) Each of these same faculty members should compile a list of "entering skills" based on the above review. For a prerequisite or corequisite, the entering skills are those without which, in the professional judgment of the faculty, the student is highly unlikely to succeed in the outcome course. For an advisory on recommended preparation, the entering skills are those which, in the professional judgment of the faculty, will enrich or deepen the student's knowledge obtained from the course but without which the student may still succeed in the course.
- c.) In coordination with the Division Chair, these same faculty should then meet, discuss their lists, resolve any differences, and compile a final list by consensus. This list of skills is documented in the course outline of record in a section entitled "Prerequisites Skills" ("Upon entering the course the student should be able to ...") or "Advisory Skills" ("Upon entering the course it is recommended that the student be able to ...").

STEP 2:

Identify means of obtaining abilities, skills and knowledge.

Once the entrance expectations are clarified, the discipline-related faculty should then suggest how the necessary abilities, skills, and knowledge can be obtained or assessed. Courses in the college's curriculum that provide the exit skills needed for entrance into the outcome course or assessment processes that measure such skills should be identified. For courses in the curriculum, these exit skills are listed in the "Outcomes" section of the course outline of record.

STEP 3:

Compare Outcomes from the prerequisite course and the entering skills necessary for the target course.

- a.) To compare the outcomes of the prerequisite course with the entering skills of the target course, it is suggested that the “Prerequisite Skills Worksheet” be used with the entering skills across the top and exit skills down the side. At points where the two match, a notation can be made in the matrix. The discipline-related faculty should then examine the matrix to determine if the entering skills are provided by the prerequisite course. The question to be raised is, “Are the exit skills of the prerequisite course much lower, about the same, or much greater than the entering skills of the outcome course?”
1. If entering skills of the target course are substantially the same as the outcomes for the prerequisite course, then the choice is a good one.
 2. If the prerequisite exit criteria are greater or more diverse than the entering expectations of the target course, the discipline-related faculty should carefully consider whether requiring the course as a prerequisite is justified.
 3. If the outcomes do not clearly match the entering skills listed by the discipline-related faculty of the target course, a discussion between the groups may be helpful. It may be that differing perceptions about the curriculum can be resolved, or that gaps which have been identified in the students’ preparation can be corrected by modifying the curriculum of either the prerequisite course or the target course.
- b.) Upon completion of the content review by the discipline-related faculty, additional levels of scrutiny are pursued as necessary (three senior institutions, statistical) in conjunction with the Articulation Officer or the Research & Planning Unit. When all materials have been completed and in coordination with the Division Chair, the revised course outline of record containing the prerequisite skills section is submitted to the curriculum & Instruction Committee along with the completed forms.

**PREREQUISITE/COREQUISITE/RECOMMENDED
PREPARATION COURSE CONTENT FORM**

Target Course and Prerequisite Outcomes **Matrix Worksheet**

*“Exit Skills of Proposed Prerequisite, Corequisite or Recommended Preparation
Advisories”*

	1	2	3	4	5	6	7	8	9	10
<i>1.</i>										
<i>2.</i>										
<i>3.</i>										
<i>4.</i>										
<i>5.</i>										
<i>6.</i>										
<i>7.</i>										
<i>8.</i>										
<i>9.</i>										
<i>10.</i>										

**UC/CSU PREREQUISITE/COREQUISITE OPTIONAL SUPPORT
FORM**

The establishment of a prerequisite/corequisite (*other than Math, English or ESL*) for a course in another discipline may be supported by identifying three University of California or California State University campuses that offer the equivalent course with the equivalent prerequisite. The existence of such course sequences demonstrates that, in fact, the prerequisite in question is a usual, customary, and reasonable one. Examples are standard science or foreign language class prerequisites; any combination of University of California campuses and California State University campuses is acceptable.

If you are having difficulty finding three CSU or UC courses that have the same courses and the same prerequisites, check with the Articulation Officer; UC and CSU catalogs are also located in the Transfer Center.

Attach Photocopies of the UC and/or CSU course descriptions from the respective catalogs.

Target Course:

Prerequisite Course:

Three UC and/or CSU campuses (and Catalog Date)

- 1.
- 2.
- 3.

Proposed by Discipline Faculty:

Division Chair:

Articulation Officer:

PREREQUISITE/COREQUISITE
RESEARCH REQUEST FORM

This form should be completed by the faculty member(s) proposing to establish: 1.) A Math, or English, or ESL course as a prerequisite/corequisite for a course in another academic discipline (e.g., Math 141 for Chemistry 100, Eligibility for English 1010 (Freshman Composition) for English 106); or 2.) An assessment as a prerequisite for a course; or 3.) Any other non-course prerequisite, such as recency or GPA, for an target course.

Print or type responses to the items below, obtain the required approvals, and submit the completed form to the Research & Planning Unit. Requests for Math, English, ESL, and other established course prerequisites/corequisites should be at least one month ahead of next C & I committee meeting for ongoing target courses. Other types of prerequisites/corequisites may require prospective research and will require at least a semester long period to collect and evaluate data. For new courses, research designs must be developed before the first offering of the course and must be completed within two years to maintain the prerequisites/corequisite.

Name of faculty sponsor:

Department:

Division:

Target Course:

Proposed Prerequisite:

Is this a new course?

First term to be offered:

Is this an ongoing course?

Attach copy of target course Outline of Record and Content Review Matrix

Faculty Signature

Division Chair Signature

Research & Planning Signature

Prerequisite/Corequisite Research Steps

Purpose of Research

To establish that students are highly unlikely to succeed in a course unless they have met the proposed prerequisite or co requisite.

Research Steps

Here are the steps you must follow in obtaining assistance in your prerequisite/corequisite research efforts:

1. Coordinate with the related GCC department(s) and the Division Chair(s).
2. Complete the content review analysis required for the establishment of all prerequisites.
3. Consult with the Research & Planning Unit (RPU) to resolve design and methodological questions as early as possible. On the basis of those discussions, at least one of the following criteria will be used as the measure of outcome success:
 - Final Grade
 - Instructor evaluation of students' preparedness
 - Students' evaluation of their preparedness
 - Grade in subsequent course.
4. Submit the Prerequisite/corequisite Research Request Form
5. Discuss the content review analysis results and your assumption about student preparation with a staff member of the Research & Planning Unit.
6. Submit the report with other materials to the Curriculum & Instruction Committee for review and approval.

Responsibilities of the Research & Planning Unit

In consultation with the sponsoring faculty and division Chairperson(s) and discipline-related faculty, the RPU will:

- Prioritize requests for research.
- Provide forms for measures that require them.
- Obtain relevant data from Student Records system.
- Assist the faculty in conducting any surveys involved.

Please call extensions 5390 if you have any questions as you fill out this form.

HEALTH AND SAFTY PREREQUISITE/COREQUISITE FORM

If a student must possess certain skills or knowledge before entering a course (or must acquire them while enrolled in the course) in order not to endanger his or her own health and safety or that of others, a health and safety prerequisite or corequisite for that course may be established. Content review for such a prerequisite or corequisite identifies those health or safety related skills or knowledge, rather than the skills or knowledge necessary for a student to obtain a C or better grade in the course. Faculty members proposing such prerequisites should also review the provisions of the Americans with Disabilities Act of 1990 and the Federal Vocational Education provisions that relate to students with limited English skills.

Required:

- *Content Review Matrix Worksheet*
- *Narrative description and justification for the prerequisite/corequisite.*

Target Course:

Description of health and safety prerequisite/corequisite (type of course, assessment process or program):

Justification:

Signatures must be obtained before submission to Curriculum & Instruction Committee

Proposed by Discipline Faculty:

Division Chairperson:

Instructional Dean:

LIMITATION ON ENROLLMENT JUSTIFICATION FORM

Enrollment in sections/courses or blocks of sections/courses may be limited to a cohort of students enrolled in one or more other courses; in the case of intercollegiate competition, honor courses, or public performance courses, to those students judged most qualified; or to a set of students based on health and safety considerations or other grounds listed in Title 5, Section 58106. In these cases, there must be equivalent sections/courses available to meet degree or certificate requirements.

Target Course:

Rationale for Limiting Enrollment:

Equivalent course(s) available to meet degree or certificate requirements:

Disproportionate impact in performance-based course

If the limitation is based on performance, it must be determined during program review whether the limitation disproportionately keeps under represented students from enrolling in the section/course or block of sections/courses. In this case, a plan must be adopted to study and if appropriate remedy this disproportionate impact, in consultation with the Research & Planning Unit.

Plan for study or remedy (and time lines):

Signatures must be obtained before submission to the Curriculum & Instruction Committee.

Sponsoring Faculty:

Division Chairperson:

Research & Planning Unit:

ASSESSMENT AND PLACEMENT PROCESS

DESCRIPTION AND APPLICATION DEFINITION

The assessment and placement process uses multiple measures which are designed to facilitate placement within a sequence of classes at a level appropriate to the skills, interests, goals, motivation, and situation of the student.

Multiple measures assessment is broad in scope. No list of factors that may be included is exhaustive; however, some general categories and examples can be outlined. Student factors may include cognitive skills which may be inferred from test scores, GPA and transcripts; emotional well-being, motivational level and educational goals which may be elicited in an interview or self-reported; social factors, such as life experience, family responsibilities and social support for educational effort; economic factors, such as job demands and financial resources; and physical factors. Factors associated with the instructor, the institution, and the community can often interact with student factors to further indicate the potential for success in a given course. Combinations of these factors, or multiple measures, are used to place students in mandatory prerequisite or corequisite courses, and to advise students about other courses in which they are likely to succeed. For example, research has shown that students with low test scores combined with poor records in high school or previous college work are highly unlikely to succeed in certain advanced math courses. The assessment process would direct such students to take mandatory prerequisite courses first, to improve their chances of success when they do take the advanced courses.

Catalog Description Language: The Catalog description of a course which has a prerequisite of another course or a particular skill level demonstrated through the assessment and placement process should include standard working such as the following :
"Prerequisite:"

GLENDALE COMMUNITY COLLEGE
COURSES TO DEVELOP ENGLISH-LANGUAGE SKILLS

(Comparisons Across Department Lines are Approximate; Separate Placement Tests Must Be Taken for Courses in Each Department)

English Language Skill Range	English Placement through English Placement Exam		Credit ESL Placement Through Credit ESL Placement Exam		
	Grammar & Writing (student is enrolled in or eligible for)	Reading (student is enrolled in or eligible for)	Grammar & Writing (student is enrolled in or eligible for)	Reading (student is enrolled in or eligible for)	Listening & Speaking (student is enrolled in or eligible for)
7	English 104				
6	English 101				Speech 101
5	English 120	English 192	ESL 151 (formerly 165)		ESL 155 (formerly 168)
4	English 191	English 190	ESL 141 (formerly 166)		ESL 145 (formerly 144)
3	English 189	English 188	ESL 131, 132, 133 (formerly 164)		ESL 135 (formerly 167)
2			ESL 121, 122, 123 (formerly 163)	ESL 126	ESL 125 (formerly 162)
1			ESL 111 (formerly 171)	ESL 116 (formerly 173)	ESL 115 (formerly 172)

**SAMPLE SKILL DESCRIPTORS TO BE GIVEN TO FACULTY IN
DETERMINING RECOMMENDED SKILLS TANGE FOR EACH ENTRY-LEVEL
COURSE**

English Skills Eligibility Range	Students At This Skills Range Are Able To:
7	<p>Reading: Critically read college level material</p> <p>Writing: Examine complex topics in an organized and grammatically correct essay, using primary and secondary sources to support a point of view: complete without assistance an appropriately documented library research paper.</p> <p>Listening/Speaking: Take good lecture notes follow complex oral directions; make well-organized and clear individual or group oral presentations.</p>
6	<p>Reading: Read at the 12th grade level or above.</p> <p>Writing: Write an organized and grammatically correct essay which focuses on a central idea and employs specific details; complete a library research paper with limited assistance.</p> <p>Listening/Speaking: Take good lecture notes; follow complex oral directions; make individual or group oral presentations.</p>
5	<p>Reading: Read at the 10th – 12th grade level.</p> <p>Writing: Write somewhat loosely organized short essays; language may reflect weaknesses in grammar, spelling, vocabulary, and punctuation, but content is usually clear.</p> <p>Listening/Speaking: Take lecture notes; follow extended and fairly complex oral directions; participate in class or group discussions.</p>
4	<p>Reading: Read at the 6th – 9th grade level.</p> <p>Writing: Write paragraphs that usually can be understood, though grammatical, spelling or vocabulary error may sometime interfere with comprehension.</p> <p>Listening/Speaking: Take sketchy lecture notes; follow directions involving several steps; participate in small group discussions.</p>
3	<p>Reading: Read at the 3rd – 5th grade level.</p> <p>Writing: Complete simple short answer exams.</p> <p>Listening/Speaking: Follow simple directions and participate in small group discussion.</p>
2	<p>Reading: Read at about the 3rd grade level.</p> <p>Writing: Complete very simple true-false or multiple-choice exams.</p> <p>Listening/Speaking: Follow simple directions; discuss present, past, and future events in their lives.</p>
1	<p>Reading: Read below the 3rd grade level</p> <p>Writing: Complete applications or forms requiring personal information.</p> <p>Listening/Speaking: Discuss personal information: name, address, country or origin, time in U.S., etc.</p>

Please locate on this chart a description of the math skills students should have upon day 1 of your course in order to succeed in the class. Enter the number of that skills eligibility range on the course expectations questionnaire. The skills expectations should be justified by the course work and tests listed on the questionnaire. (If no math skills are required, please select level 1).

SKILLS EXPECTATIONS IN MATHEMATICS

Skills Eligibility Range	Students At This Skills Range Are Able To:
8	Differentiate logarithmic and exponential functions. Integrate functions using various techniques, including substitution, parts, partial fractions, and trigonometric substitution.
7	Differentiate polynomial, rational, and trigonometric functions. Integrate functions using substitution. Take limits of functions.
6	Solve trigonometric equations and identities. Graph polynomial, rational, trigonometric, logarithmic, and exponential functions. Find roots of polynomial functions using the rational roots theorem. Graph conic sections centered away from origin.
5	Solve quadratic equations and inequalities. Solve systems of equations. Work with logarithms and fractional exponents. Graph conic sections centered at the origin. Solve absolute value equations and inequalities.
4	Solve linear equations and inequalities. Factor polynomials by “trial and error” and grouping. Work with square roots. Work with integral exponents.
3	Add, subtract, multiply, and divide signed numbers. Use the order of operations. Solve some simple equations.
2	Add, subtract, multiply, and divide using whole numbers, fractions, and decimals. Convert fractions to decimals to percents.
1	Perform basic arithmetic operations of addition subtraction, multiplication, and division of whole numbers

**SECTION VII:
CURRICULUM MODIFICATION**

**GLENDALE COMMUNITY COLLEGE
FORMS**

Course Development Checklist – New/Substantive Revision

This form (with the required signatures), the original outline, and 25 copies of the outline must be returned to the Chair of the Curriculum and Instruction Committee one-week prior to the meeting.

Course Revision Checklist – Minor Revision

To agendaize minor course revisions, this form must be completed and submitted to the Chair of Curriculum and Instruction Committee.

Major/Certificate Revision

To agendaize majors and/or certificates this form must be completed and submitted to the Chair of the Curriculum and Instruction Committee.

Course Revision – Curriculum and Instruction Agenda Change Form

After the Major/certificate and/or minor course revision has been discussed and agendaized by the Chair of the curriculum and Instruction Committee, this completed form and 25 copies must be returned to the Chair of the committee one-week prior to the meeting.

Course Deletion Request

To delete a course, this complete form and 25 copies must be returned to the Chair of the Curriculum and Instruction Committee one-week prior to the meeting.

GLENDALE COMMUNITY COLLEGE

“COURSE DEVELOPMENT CHECKLIST – NEW/SUBSTANTIVE REVISION”

Date: _____

Faculty Proposing: _____

Course: _____
Discipline Number Title

REQUIRED SIGNATURES

Dean, Letters, Arts and Sciences Date Catalog statement, course entry and exit standards, Outline text(s) format, methods of presentation and assignments, and methods of evaluation

Library Date The library resources for this course are currently:
Adequate: Inadequate: _____

If inadequate, a resource plan has been submitted to the library.

Academic Senate Date Senate has been notified to assign disciplines.

Technical Review Committee Date Approved and ready for second reading at the division.

SIGNATURES AS REQUIRED

Academic Senate Date Area 3 transferability, graduation (including cultural diversity)

Articulation Officer Date Transferability, degree applicability credit, repeatability

Dean, Information and Technology Services Date Computer resources (including labs) for this course are currently:
Adequate: Inadequate: _____
Explanation Attached: _____

If inadequate, a resource plan has been submitted to Information and Technology Services.

Planning and Research Date Course has one of the following:
Prerequisite: Corequisite: _____
Recommended Preparation: _____

A process to establish has been discussed and approved.

GLENDALE COMMUNITY COLLEGE

“MINOR COURSE REVISION CHECKLIST – AGENDA REQUEST”

Date: _____

Recommended Effective Date: _____

Division: _____

Course: _____

Discipline/Number, i.e. English 101

Title, i.e. Freshman English

Is this course a prerequisite to another course?

No: _____

Yes: _____ Course(s): _____

Please check each minor revision that applies.

Course Title: _____

Course Entry Expectations: _____

Course Number: _____

Course Content (minor revision): _____

Catalog Description: _____

Grade Option: _____

Note: _____

Other (Please List): _____

_____ Credit Limitation _____

_____ Course Repetition _____

_____ Other _____

Prerequisite: _____

Corequisite: _____

Recommended Preparation: _____

This course outline satisfies the criteria for a minor revision and should be submitted to the Curriculum and Instruction Committee for review and approval.

Division Chair

Date

GLENDALE COMMUNITY COLLEGE

“MAJOR/CERTIFICATE REVISION AGENDA FORM”

Date: _____

Division: _____

Major/Certificate: _____

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

Required:

Recommended:

Elective Units:

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

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

_____	_____	_____
_____	_____	_____
_____	_____	_____

Effective Date: _____

GLENDALE COMMUNITY COLLEGE

“MINOR COURSE REVISION”

CURRICULUM AND INSTRUCTION AGENDA FORM

To: Curriculum and Instruction Committee

From: _____
Division Chair *Date*

Recommended Effective Date: _____

Division: _____

Course: _____
Discipline/Number, i.e. English 101

Major/Certificate: _____
Major/Certificate Title

Proposed Revision: _____

From: _____

To: _____

GLENDALE COMMUNITY COLLEGE

“COURSE DELETION REQUEST AGENDA FORM”

To: Curriculum and Instruction Committee Chair

From: _____
Division

Date: _____

Course: _____
Dept./Number, i.e. English 101

Title, i.e. Freshman English

Effective: Fall: _____ Spring: _____ Summer: _____

Delete from catalog: _____

Delete from curriculum: _____

Reason for deletion: _____

Is this course a prerequisite/recommended preparation/corequisite for another course?

No: _____

Yes: _____ Which course(s): _____

Is this course required or recommended for an approved GCC degree and/or certificate?

No: _____

Yes: _____ Which certificate/major?: _____

Division Chair

Date

Approved by the Academic Affairs Committee

Academic Affairs Committee Chair

Date

Not Approved: _____

Reason: _____

APPENDIX A

APPENDIX A1

Degree Applicable

Glendale Community College
January, 1999

COURSE OUTLINE

Media Arts 101 Video Production I

I. Catalog Statement

Media Arts 101 provides students with a basic overview of the aesthetics and techniques required in the production of video programs. The topics to be covered include: basic principles of videography, recognizing and using video and audio equipment, editing, lighting, and video graphics. Projects consist of hands-on experiences in production situations in the Glendale College Television Studio and on location.

Units - 3.0

Lecture Hours – 2.0

Total Laboratory Hours – 4.0

(Faculty hours 4.0 + Student Laboratory Hours = 4.0 Total Laboratory Hours)

Prerequisite: None

II. Course Entry Expectations

Skills Level Ranges: Reading 5; Writing 5; Listening/Speaking 5; Math 2.

III. Course Exit Standards

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

1. define basic terminology used in the video production industry;
2. evaluate the production values of professionally produced video programs and television broadcasts;
3. operate video cameras, videotape recorders, audio recorders, microphones, lighting equipment, and video-editing equipment;
4. write simple scripts and storyboards for both video and audio productions;
5. assess all the elements required for the production of simple studio and on-location video programs;
6. create a simple two-camera “live” video production;
7. create a simple single-camera “on-location” video production.

IV. Course Content

- | | | |
|----|--|----------|
| A. | The Video Industry | 12 Hours |
| 1. | Broadcast television | |
| 2. | Satellite and cable video distribution | |

3. Video publishing
 4. Video on the Internet
 5. Digital video
- B. Audio Production Techniques 12 Hours
1. Basic audio functions
 2. Recording techniques
 3. Mixing live audio
 4. Microphones
- C. Video Production Techniques 24 Hours
1. Operation and maintenance of video recorders
 2. Video cameras
 3. Lighting for video production
 4. Audio recording
 5. Mixers and switchers
 6. Editing and special effects
 7. Laboratory
- D. Studio and Remote Video Techniques 24 Hours
1. Studio and control room personnel
 2. Electronic Field Production (EFP)
 3. Electronic News Gathering (ENG)
 4. Producing
 5. Directing
 6. Scripting
 7. Storyboarding
 8. Laboratory
- E. Video Production Aesthetics 24 Hours
1. Camera composition
 2. Continuity
 3. Dynamic composition and screen direction
 4. Graphic art for video production
 5. Aesthetics of editing
 6. Laboratory

V. Methods of Presentation

The following instruction methodologies may be used in the course:

1. classroom lecture and demonstration;
2. analysis of professional examples;
3. peer analysis of student projects;
4. individual instructor-to-student assistance in the GCTV Studio;
5. self-paced individual work in the GCTV Studio.

VI. Assignments and Methods of Evaluation

1. Students are assigned several audio and video production projects during the course.
2. Students present their in-progress work to the instructor for formative evaluation.
3. Completed production assignments are presented in class for critique by classmates and the instructor.
4. Students are expected to attend and participate in all lectures and demonstrations.
5. Midterm and final exams are given to evaluate students' retention of lecture and textbook material.

VII. Textbook

Burrows, T., Wood., and Gross, L. Television Production Disciplines and Techniques. 7th ed.
New York: William C. Brown Company Publishers, 1998.
10th Grade Textbook Reading Level. ISBN: 0-697-32719-1.

APPENDIX A2

Degree Applicable

Glendale Community College

COURSE OUTLINE

Art 230

Introduction to Three-Dimensional Animation and Modeling

I. Catalog Statement

Art 230 familiarizes students with key concepts and terminology in three-dimensional digital animation and modeling. The focus of the course is on basic movement, perspective, and theory. Topics including inverse kinematics, dynamic simulations, and motion capture are discussed.

Units – 3.0

Lecture Hours – 2.0

Total Studio Hours – 4.0

(Faculty Studio Hours 2.0 + Student Studio Hours 2.0 = 4.0 Total Studio Hours)

Prerequisites: Art 138 and Art 220 or equivalents

Recommended Preparation: Theatre Arts 133

II. Course Entry Expectations

Skills Level Ranges: Reading 5; Writing 5; Listening/Speaking 5; Math 3

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

1. use line, plane, volume, texture, and color as basic design elements;
2. arrange the design elements in compositions that consider solids and voids in space, and movement and balance in space;
3. analyze the use a appearance of the design elements in sculpture, architecture, and interior and environmental design;
4. evaluate the application of basic design elements in their own work and the work of their peers;
5. analyze technical and aesthetic effects on animation concepts;
6. create a storyboard to refine ideas and troubleshoot problems;
7. digitize two-dimensional animations for the computer;
8. create digital sequencing and transitions between backgrounds and characters;
9. create and manipulate digital camera and lighting effects;
10. create, manipulate and analyze digital timing, sequencing, and movement;
11. combine sound with animation;
12. render animation to a completed project.

III. Course Exit Standards

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

1. create, edit, and import simple three-dimensional computer geometry
2. create three-dimensional animations using keyframing techniques;
3. design and implement directional and volumetric lighting setups;
4. create and apply surface characteristic to geometry;
5. analyze motion paths and keyframes, and determine necessary enhancements;
6. render completed three-dimensional animations and sound tracks to disk or tape;
7. analyze technical and aesthetic effects of animation concepts.

IV. Course Outline

- | | | |
|----|--|----------|
| A. | Projects emphasizing technical, aesthetic development | 12 Hours |
| B. | Environmental and scene design | 8 Hours |
| | 1. Character and prop placement | |
| | 2. Background design | |
| | 3. Sound effects and synchronization | |
| | 4. Sound track creation and synchronization | |
| C. | Creating and controlling motion digitally | 8 Hours |
| | 1. Establish keyframes for geometry's motion | |
| | 2. Establish keyframes for camera motion path | |
| | 3. Establish keyframes for lighting positions and characteristics | |
| | 4. Establish keyframes for changes of geometry's surface characteristics | |
| D. | Camera set-up and effects | 8 Hours |
| | 1. Pan, tumble, track, dolly, zoom | |
| | 2. Field of view | |
| | 3. Depth of field | |
| | 4. Aspect ration | |
| E. | Lighting set-ups and effects | 6 Hours |
| | 1. Intensity, color, direction, spread, fall off | |
| | 2. Volumetric and directional light configurations | |

- | | | |
|----|---|---------|
| F. | Geometric surface characteristics | 6 Hours |
| 1. | Bump, displacement, transparency, refractivity and reflectivity attribute. | |
| 2. | Two-dimensional and three dimensional texture mapping to enhance surface characteristics. | |
| G. | Modeling bodies and environments | 6 Hours |
| 1. | Polygons, Non-Uniform Rational B-Spline (NURBS), Geometric primitives and other geometry | |
| 2. | Translating objects within the three-dimensional coordinate system | |
| 3. | Transformative operations such as move, scale, rotate | |
| H. | Critiques analyzing animation concepts and aesthetic effects | 4 Hours |
| I. | Animation Rendering | 3 Hours |
| J. | Combining rendered scenes and soundtrack | 3 Hours |

V. Methods of Presentation

The following instructional methodologies may be used in the course:

1. classroom lectures and demonstration;
2. instructor analysis of student work;
3. peer analysis of student work;
4. individual Instruction for students in a computer lab;
5. screening of animated shorts, videos, and feature films.

VI. Assignments and Methods of Evaluation

1. Students are assigned exercises to develop both technical and aesthetic concepts and skills.
2. Students present their works-in-progress to the instructor.
3. Students present works-in-progress to the class for peer evaluation.
4. Students complete a final project.
5. Students complete a written final examination.

VII. Textbook

O'Rourke, M. Principles of Three-Dimensional Animation. Revised Edition.
London: WW. Norton & Company, 1998.
12th Grade Textbook Reading Level ISBN: 0393730247

APPENDIX B

Language Standards for Course Outlines

In 1956 Benjamin Bloom edited the now classic Taxonomy of Instructional Objective. He maintained that not only was the identification of program or course objectives inherently valuable for clarifying the purpose of the educational offering, but that well constructed objectives guided selection and organization of learning experiences. This, of course, is a key consideration to promoting not only the achievement of the objective, but assistance in selecting and constructing evaluation. They really are more than objectives, they are educational outcomes or *standards* against which we can evaluate achievement. The Taxonomy identified three areas in which learning takes place and which can be addressed by objectives or standards – the cognitive, affective, and psychomotor domains.

The Cognitive Domain. We are most accustomed to dealing with *cognitive* domain. Which deals with the recall or recognition of knowledge and the development of intellectual ability. Six major classes are usually identified: (a) knowledge, (b) comprehension, (c) application, (d) analysis, (e) synthesis, and (f) evaluation. Each of these classes becomes progressively more complex and in theory builds upon the previous level. In other words, not only is synthesis a more complex operation than knowledge, but the ability to synthesize depends upon the foundation of knowledge possessed by the learner.

The following list of verbs is arranged by the classes above. The verbs are measurable and observable behaviors expected of the learner. While it is certainly admirable to “gain an understanding,” it is not possible to observe or measure understanding itself. What does the learner have to do to indicate that he or she “understands?” Use of an action verb enables both the teacher and learner to know what comprises successful learning. It is preferable to use only one verb in each standard although there are instances when two are needed for clarity or texture.

Knowledge: (*Standards that ask the learner to recognize and recall facts and specifics*)

define	delineate	specify
outline	memorize	repeat
record	list	state
recall	name	relate

Comprehension: (*Standards that ask the learner to summarize or paraphrase given information*)

restate	discuss	describe
summarize	recognize	explain
express	identify	locate
report	review	tell

Application: (*Standards that ask the learner to use information in a situation different from the original learning context*)

translate	interpret	apply
employ	use	demonstrate (a skill)
dramatize	practice	illustrate

Analysis: (Standards that ask the learner to separate the whole into its parts, to better understand the organization of the whole and the relationships between the parts)

distinguish	analyze	differentiate
appraise	examine	criticize
critique	classify	calculate
experiment	test	compare
contrast	diagram	inspect
debate	inventory	question
relate	solve	examine

Synthesis: (standards that ask the learner to combine elements learned into a new entity)

compose	plan	propose
design	formulate	arrange
assemble	collect	predict
create	design	set up
organize	manage	prepare

Evaluation: (Standards that ask the learner to make decisions, judge, or select based on criteria and rationale)

judge	appraise	evaluate
rate	compare	measure
revise	score	select
choose	assess	estimate

The Affective Domain. Objectives or standards which emphasize a feeling tone, an emotion or a degree of acceptance or rejection fall within the affective domain. They are sometimes classed simply as *attitudes*. These standards require internalization, not just acquiring a body of knowledge. In the history of curriculum construction and the study of objectives, a marked decrease, almost a cessation, has occurred in the attention given the affective domain. This almost assuredly is not due to a belief that this is an unimportant area, but is due instead to the difficulty encountered in stating observable behaviors for measurement of these standards.

The key to observing desired outcomes in the affective domain lies with a *choice of personal action* that the learner is expected to exhibit. Often, learner self-assessment measures are used to evaluate these standards or outcomes. Since choices are often inextricably linked to a situation, frequently the situation under which the behavior is expected must be stated. For example, a nursing student would demonstrate an enjoyment of *being or becoming* a nurse if spare time during the day is spent with a patient rather than at the nurses' station. A student would demonstrate an increase appreciation or interest gained from a survey art appreciation course by the numbers and varieties of museums or exhibits attended voluntarily.

The achievement of an affective standard is often not a met/not met situation, but rather achievement somewhere on a continuum since it is a process of learner internalization and change. Bloom and his colleagues felt that there were levels of complexity within the affective domain as there were within the cognitive domain. A learner would first become aware of a phenomenon and be *able* to perceive it, then be *willing* to focus on it, followed by a *positive response* and eventually a *seeking out* behavior. These levels are identified as (a) receiving, (b) responding, (c) valuing, (d) organization, and (e) characterization by value.

The Psychomotor Domain This domain largely involves motor skills, one of the most obvious kinds of human capabilities. A verb frequently associated with this domain is *execute*. The emphasis is on the *performance* of certain specified skills. Frequently these outcomes are criterion-referenced and the learner is held against a specified standard. An example for a student learning work processing would be a set words-per-minute expectation.

The standards (objectives or outcomes) are pivotal in the construction of a good course outline. They operationalize the purpose of the course and provide a basis for evaluation. However, even more importantly they identify clearly for the learner what he or she is expected to do or learn to be successful.

APPENDIX C

APPENDIX C1
FTE Charts
Discipline and Load Ranges Tables

The normal basic teaching load for a full-time instructor is fifteen (15) lecture hours per week plus five (5) office hours, for a total of twenty (20) hours; however, there are many variations which are deemed to meet the fifteen (15) lecture hour's standard load. The faculty loading for each discipline shall be:

DISCIPLINE	LOAD RANGE
Accounting	15
Administration of Justice	15
Alcohol & Drug Abuse	15 *
Anthropology	15
Architecture	21
Art	15*
Astronomy	15
Aviation and Transportation	24
Biology	15
Business Administration	15
Business Office Technology	15*
Chemistry	15
Child Development	15*
Clerical Non-Credit	25
Clothing and Textiles	21
Composition (English)	14
Computer Integrated Manufacturing	21
Computer Science and Information System	15*
Cooperative Education	21
Culinary Arts	21
Dance	19
Drafting/Engineering	21
Economics	15
Educational Media Technology	21
Electronics and Computer Technology	18
Emergency Tech. – Ambulance or Non-Ambulance	24
English (except Composition Courses)	15
English as a Second Language – Credit	15
English as a Second Language – Non-Credit	20
Fashion	24
Fire Technology	15
Foreign Language	15
Geography	15
Geology	15

Health	15*
History	15
Hotel and Restaurant Management	21
Humanities	15
Machine Technology	21
Mass Communications	15
Materials and Processes	21
Mathematics	15
Metallurgy and Metals	21
Music	15
Nursing, Vocational/Registered	19
Oceanography	15
Paleontology	15
Parent Education – Non-Credit	20
Philosophy	15
Photography	15*
Physical Education	19
Physical Science	15
Physics	15
Political Science	15
Psychology	15
Quality Assurance and Quality Control	18
Real Estate	15
Recreation Leadership	19
Retirement Seminars – Non-Credit	20
Social Science	15
Sociology	15
Speech Communications	15
Student Development	15
Technical Education	21
Television	21
Theatre Arts	15*
Welding	21

*Lab Hour Equivalent (LHE) is 2/3:1 = lab:lecture hour

APPENDIX C2
FTE Charts – Hour to Load Conversion Tables

14 Hour Load – English Composition

Weekly Course Hours	Dictionary FTE	Percent of Full-Time Load
1	0.071	07%
2	0.143	14%
3	0.214	21%
4	0.286	29%
5	0.357	36%
6	0.429	43%
7	0.500	50%
8	0.571	57%
9	0.643	64%
10	0.714	71%
11	0.786	79%
12	0.857	86%
13	0.929	93%
14	1.000	100%

15 Hour Load – Accounting, Administration of Justice, Anthropology, Astronomy, Biology, Chemistry, Economics, English, ESL (Credit), Fire Technology, Foreign Language, Geography, geology, History, Humanities, Mass Communications, Mathematics, Music, Oceanography, Paleontology, Philosophy, Physical Science, Physics, Political Science, Psychology, Real Estate, Social Science, Sociology, Speech Communications, Student Development

Weekly Course Hours	Dictionary FTE	Percent of Full-Time Load
1	0.067	07%
2	0.133	13%
3	0.200	20%
4	0.267	27%
5	0.333	33%
6	0.400	40%
7	0.467	47%
8	0.533	53%
9	0.600	60%
10	0.667	67%
11	0.733	73%
12	0.800	80%
13	0.867	87%
14	0.933	93%
15	1.000	100%

15 Hour Load with LHE (Lab Hour Equivalent) – Alcohol and Drug Abuse, Art, Business Administration, Business Office Technology, Child Development, CS/IS, Health, Photography, Theater Arts

14 Hour Load – English Composition

Weekly Course Hours	Dictionary FTE	Percent of Full-Time Load
1	0.044	04%
2	0.089	09%
3	0.133	13%
4	0.179	18%
5	0.222	22%
6	0.267	27%
7	0.311	31%
8	0.356	36%
9	0.400	40%
10	0.444	44%
11	0.489	49%
12	0.533	53%
13	0.578	59%
14	0.622	62%
15	0.667	66%
16	0.711	71%
17	0.756	76%
18	0.800	80%
19	0.844	84%
20	0.889	88%
21	0.933	93%
22	0.978	99%
23	1.022	102%

Please note that this chart indicates lab hours only.

For courses that are combined lab and lecture, please refer to the 15-hour straight lecture chart for the lecture FTE, then add the appropriate number of lab hours from this chart for the lab portion of the course. For example:

1 Hour Lecture – 15 Hour Load with LHE (Lab Hour Equivalent) – Classes with one (1) hour lecture and one (1) to ten (10) hour/s of lab per week.

Weekly Course Hours		Lecture FTE	Lab FTE	Dictionary FTE	Percent of Full-Time Load
Lecture	Lab				
1	1	0.067	0.044	0.111	11%
1	2	0.067	0.089	0.156	16%
1	3	0.067	0.133	0.200	20%
1	4	0.067	0.178	0.245	25%
1	5	0.067	0.222	0.289	29%

1 Hour Lecture (cont.) – 15 Hour Load with LHE (Lab Hour Equivalent) - Classes with one (1) hour lecture.

1	6	0.067	0.267	0.334	33%
1	7	0.067	0.311	0.378	38%
1	8	0.067	0.356	0.423	42%
1	9	0.067	0.400	0.467	47%
1	10	0.067	0.444	0.511	51%

2 Hours Lecture – 15 Hour load with LHE (Lab Hour Equivalent) – Classes with two (2) hours Lecture and one (1) to ten (10) hour/s of lab per week.

Weekly Course Hours		Lecture FTE	Lab FTE	Dictionary FTE	Percent of Full-Time Load
Lecture	Lab				
2	1	0.133	0.044	0.177	18%
2	2	0.133	0.089	0.222	22%
2	3	0.133	0.133	0.266	27%
2	4	0.133	0.178	0.311	31%
2	5	0.133	0.222	0.355	36%
2	6	0.133	0.267	0.400	40%
2	7	0.133	0.311	0.444	44%
2	8	0.133	0.356	0.489	49%
2	9	0.133	0.400	0.533	53%
2	10	0.133	0.444	0.577	58%

3 Hours Lecture – 15 Hour Load with LHE (Lab Hour Equivalent) – Classes with three (3) hours lecture and one (1) to ten (10) hour/s of lab per week.

Weekly Course Hours		Lecture FTE	Lab FTE	Dictionary FTE	Percent of Full-Time Load
Lecture	Lab				
3	1	0.200	0.044	0.244	24%
3	2	0.200	0.089	0.288	29%
3	3	0.200	0.133	0.333	33%
3	4	0.200	0.178	0.378	39%
3	5	0.200	0.222	0.422	42%
3	6	0.200	0.267	0.467	47%
3	7	0.200	0.311	0.511	51%
3	8	0.200	0.356	0.556	56%
3	9	0.200	0.400	0.600	60%
3	10	0.200	0.444	0.644	64%

18 Hour Load - ECT, Quality Assurance, and Quality Control

Weekly Course Hours	Dictionary FTE	Percent of Full-Time Load
1	0.056	05%
2	0.111	11%
3	0.167	17%
4	0.222	22%
5	0.278	28%
6	0.333	33%
7	0.389	39%
8	0.444	44%
9	0.500	50%
10	0.556	56%
11	0.611	61%
12	0.667	67%
13	0.722	72%
14	0.778	78%
15	0.833	83%
16	0.889	89%
17	0.944	94%
18	1.000	100%

19 Hour Load – Dance, Physical Education, Recreation Leadership

Weekly Course Hours	Dictionary FTE	Percent of Full-Time Load
1	0.053	05%
2	0.105	11%
3	0.158	16%
4	0.211	21%
5	0.263	26%
6	0.316	32%
7	0.368	37%
8	0.421	42%
9	0.474	47%
10	0.526	53%
11	0.579	58%
12	0.632	63%
13	0.684	68%
14	0.737	74%
15	0.789	79%
16	0.842	84%
17	0.895	89%
18	0.947	95%
19	1.000	100%

20 Hour Load – Non-Credit ESL, Parent Education, Retirement Seminars

Weekly Course Hours	Dictionary FTE	Percent of Full-Time Load
1	0.50	05%
2	0.100	10%
3	0.150	15%
4	0.200	20%
5	0.250	25%
6	0.300	30%
7	0.350	35%
8	0.400	40%
9	0.450	45%
10	0.500	50%
11	0.550	55%
12	0.600	60%
13	0.650	65%
14	0.700	70%
15	0.750	75%
16	0.800	80%
17	0.850	85%
18	0.900	90%
19	0.950	95%
20	1.000	100%

21 Hour Load – Architecture, Business Office Technology, Clothing and Textiles, Computer Integrated Manufacturing, Cooperation Education, Culinary Arts, Drafting and Engineering, Educational Media Technology, Hotel and Restaurant Management, Machine Technology, Materials Processes, Metallurgy and Metals, Technical Education Television, Welding

Weekly Course Hours	Dictionary FTE	Percent of Full-Time Load
1	0.048	05%
2	0.095	10%
3	0.143	14%
4	0.190	19%
5	0.238	24%
6	0.286	29%
7	0.333	33%
8	0.381	38%
9	0.429	43%
10	0.476	48%
11	0.524	52%
12	0.571	57%
13	0.619	62%
14	0.667	67%
15	0.714	71%
16	0.762	76%
17	0.809	81%
18	0.857	86%
19	0.905	90%
20	0.952	95%
21	1.000	100%

24 Hour Load – Aviation and Transportation, EMT (Emergency Medical Technician), Fashion Design, Registered Nurse, Licensed Vocational Nurse

Weekly Course Hours	Dictionary FTE	Percent of Full-Time Load
1	0.042	04%
2	0.083	08%
3	0.125	13%
4	0.167	17%
5	0.208	21%
6	0.250	25%
7	0.292	29%
8	0.333	33%
9	0.375	38%
10	0.417	42%
11	0.458	46%
12	0.500	50%
13	0.542	54%
14	0.583	58%
15	0.625	63%
16	0.667	67%
17	0.708	71%
18	0.750	75%
19	0.792	79%
20	0.833	83%
21	0.875	88%
22	0.917	92%
23	0.958	96%
24	1.000	100%

25 Hour Load – Non-Credit Business

Weekly Course Hours	Dictionary FTE	Percent of Full-Time Load
1	0.040	04%
2	0.080	08%
3	0.120	12%
4	0.160	16%
5	0.200	20%
6	0.240	24%
7	0.280	28%
8	0.320	32%
9	0.360	36%
10	0.400	40%
11	0.440	44%
12	0.480	48%
13	0.520	52%
14	0.560	56%
15	0.600	60%
16	0.640	64%
17	0.680	68%
18	0.720	72%
19	0.760	76%
20	0.800	80%
21	0.840	84%
22	0.880	88%
23	0.920	92%
24	0.960	96%
25	1.000	100%

APPENDIX D

Appendix D1

TOPs CHARTS

Introduction

Use of the TOP Codes

The Taxonomy of Programs (TOP) is a common numeric coding system by which districts and colleges categorize degree and certificate programs and courses of the similarities of their published goals and objectives.

TOP Codes are reported in the Chancellor's Office Management Information System (MIS). A TOP code reported with every course. In the third phase of the Chancellor's Office MIS, it may be possible to associate one course with more than one program; but currently, only one TOP code may be reported with any one course. In addition, each degree or certificate awarded to a student is reported in the MIS with a TOP code. Information reported by TOP is used to meet federal and state reporting requirements. Accountability reports on program completion, as well as vocational reports on course success are among the many uses for TOP codes.

Structure of the TOP Code

The taxonomy categorizes degree and certificate programs that combine both occupational and nonoccupational programs and courses under a common numbering system and lexicon into three levels. This taxonomy uses a standard format to codify the offerings of the community colleges. It is a classification of disciplines, subdisciplines, and fields using up to a five-digit code. It allows for a free sixth, with the exception of the 4930 series, that can be used by local colleges to identify program variants. The three-level structure parallels the federal Classification of Instructional Programs System, thus facilitating ready crossover for federal reporting purposes.

Discipline. The most general level of taxonomy consists of twenty disciplines, ordered alphabetically. This level is indicated by the first two-digits of the six-digit code. This number alone is not adequate to characterize the objectives of either programs or of course subject matters. Thus, programs and courses must be further categorized by the next level of taxonomy, the subdiscipline.

Subdiscipline. This second level of the taxonomy is also indicated by a two-digit number, the third and fourth digits of the code. These numbers indicate logical subsets of the first twenty codes and are ordered logically, not alphabetically on the basis of program similarities. Subdisciplines are used to categorize occupations that are either broad in scope or whose specializations are more varied than can be consistently distinguished and tracked at the state level.

Field. The third level is indicated by only one number and is a logical subset of the second level. It is used when necessary to define several specialties within a subdiscipline that are sufficiently agreed upon as to be consistently reported at the state level and widespread enough to merit tracking. Such codes are used to indicate the system's few "one-of-a-kind" programs that require special recognition at the state level.

The sixth and final digit has no significance in the state system, with the exception of the 4930 series. This digit, when used, is presumed to characterize some aspect of a program that makes it a subset of the higher two or three levels of the state coding structure. It is controlled and used for local purposes with no expectation of consistency in usage or meaning across districts.

Courses and programs can be reported in either the subdiscipline or field level, but not in the discipline.

Following are three examples of the hierarchical descriptors:

- 09 -- Discipline: Engineering and Related Industrial Technologies
 - 0934.00 Subdiscipline: Electronics and Electrical Technology
 - 0934.20 -- Field: Industrial Electronics
 - 0934.40 -- Field: Electrical/Power Transmission

- 17 -- Discipline: Mathematics
 - 1701.00 -- Subdiscipline: Mathematics, General
 - 1701.10 -- Field: Mathematics, General (for Non-Majors)
 - 1701.70 -- Field: Technical Mathematics

- 22 -- Discipline: Social Sciences
 - 2202.00 -- Subdiscipline: Anthropology
 - 2202.10 -- Field: Ethnic Studies
 - 2202.20 -- Field: Archaeology
 - 2207.00 -- Subdiscipline: Political Science
 - 2207.10 -- Field: Student Government

Programs by Discipline

01	--	Agriculture and Natural Resources
02	--	Architecture and Environmental Design
04	--	Biological Sciences
05	--	Business and Management
06	--	Communications
07	--	Computer and Information Science
08	--	Education
09	--	Engineering and Related Industrial Technologies
10	--	Fine and Applied Arts
11	--	Foreign Language
12	--	Health
13	--	Consumer Education and Home Economics
14	--	Law
16	--	Library Science
17	--	Mathematics
18	--	Military Studies
19	--	Physical Science
20	--	Psychology
21	--	Public Affairs
22	--	Social Sciences
30	--	Commercial Services
49	--	Interdisciplinary Studies

Appendix D2

TOPs CHARTS

Top Codes by Discipline

01 -- Agriculture and Natural Resources

Instructional programs that prepared individuals to apply scientific knowledge and methods, and technical skills to support agribusiness and agricultural activities such as management, production, and propagation, supplies and services, mechanic, marketing, and horticulture.

0101.00	--	Agriculture Technology and Sciences, General
0102.00	--	Animal Science
		0102.20 - Animal Health Technician (Licensed)
		0102.20 - Artificial Inseminator (Licensed)
0103.00	--	Plant Science
		0103.10 - Agricultural Pest Control Advisor and Operator (Licensed)
0109.00	--	Ornamental Horticulture
		0109.10 - Landscape Design and Maintenance
		0109.20 - Floriculture/Floristry
0112.00	--	Agricultural Business, Sales, and Service
0114.00	--	forestry
0115.00	--	Natural Resources
		0115.10 -- Parks and Recreation
0116.00	--	Agricultural Power Equipment Technology
0199.00	--	Other Agriculture and Natural Resources

02 -- Architecture and Environmental Design

Instructional programs that prepare individuals to assist in architectural tasks including the creation, adoption, alteration, preservation, and control of physical and social surroundings.

0201.00	--	Architectural Technology
0202.00	--	Architectural Model Building
0299.00	--	Other Architectural and Environmental Designs

04 -- Biological Sciences

Instructional Programs that study life or living matter in all its forms and phenomena, especially with regard to the origin, function, growth, reproduction, heredity, and structure of life forms.

- 0401.00 -- Natural (Life) Sciences, General
 - 0401.10 - Biology
- 0402.00 -- Botany, General
- 0403.00 -- Bacteriology
- 0407.00 -- Zoology, General
- 0410.00 -- Physiology (includes Anatomy)
- 0420.00 -- Ecology
- 0430.00 -- Biotechnology and Biomedical Technology
- 0499.00 -- Other Biological Sciences

05 -- Business and Management

Instructional programs that prepare individuals for a variety of activities in planning, organizing, directing, and managing all business office systems and procedures.

- 0501.00 -- Business and Commerce, General
- 0502.00 -- Accounting
- 0504.00 -- Banking and Finance
- 0506.00 -- Business Management
 - 0506.30 - Management Development and Supervision
- 0509.00 -- Marketing and Distribution
 - 0509.10 - Advertising
 - 0509.20 - Purchasing
 - 0509.50 - Marketing
 - 0509.60 - Display
 - 0509.90 - International Trade
- 0510.00 -- Transportation and Materials Moving
 - 0510.20 - Logistics
 - 0510.60 - Advanced Transportation Technology
- 0511.00 -- Real Estate
- 0512.00 -- Insurance
- 0514.00 -- Secretary/Administrative Assistant
 - 5014.10 - Legal Secretary/Legal Administrative Assistant
 - 0514.20 - Medical Secretary/Medical Administrative Assistant
 - 0514.30 - Court Reporting
- 0516.00 -- Labor and Industrial Relations
- 0599.00 -- Other Business and Management

06 -- Communications

Instructional programs that study the theory, principles and methods of creation, transmission, reception, and evaluation of messages.

- 0601.00 -- Communications, General
- 0602.00 -- Journalism
- 0603.00 -- Radio, Motion Picture and Television
- 0605.00 -- Audio/Visual Technician
- 0606.00 -- Public Relations
- 0607.00 -- Technical Writer
- 0699.00 -- Other Communications

07 -- Computer and Information Science

Instructional programs in the theories principles, and methods of design, development and application of computer capabilities to data storage in manipulation.

- 0701.00 -- Computer and Information Science, General
- 0703.00 -- Data Processing – Operations
- 0704.00 -- Computer Programming
- 0705.00 -- Computer Systems Analysis
- 0799.00 -- Other Computer and Information Science

08 -- Education

Instructional programs that describe the science and art of importing knowledge, developing the powers of reasoning and judgment, and preparing others intellectually for a more mature and rewarding life.

- 0801.00 -- Education General (Pre-professional) (Transfer)
- 0808.00 -- Special Education, General
- 0809.00 -- Special Education Service/Aide
- 0835.00 -- Physical Education
 - 0835.10 - Physical fitness and Body Movement
 - 0835.30 - Physical Education “Major”
 - 0835.50 - Intercollegiate Athletics
- 0837.00 -- Health Education
- 0839.00 -- Industrial Arts (Transfer)
- 0899.00 -- Other Education

09 -- Engineering and Related Industrial Technologies

Instructional programs in the mathematical and natural sciences utilizing the materials and forces of nature for the benefit of human beings. Instructional programs in technology that require the application of scientific and engineering knowledge, methods, and technical skills in support of engineers and other professionals.

- 0901.00 -- Engineering, General (require Calculus) (Transfer)
- 0924.00 -- Engineering Technology, General (requires Trigonometry)
- 0925.00 -- Drafting and Design Technology (requires Trigonometry)
- 0933.00 -- Radiation Technology – Nonmedical
- 0934.00 -- Electronics and Electrical Technology
 - 0934.20 - Industrial Electronics
 - 0934.40 - Electrical/Power Transmission
 - 0934.50 - Electrical/Power Distribution
 - 0934.70 - Electron Microscopy
 - 0934.80 - Laser Technology
 - 0934.90 - Electrical Maintenance
- 0935.00 -- Electro-Mechanical/Robotics Technology
 - 0935.10 - Appliance Repair
 - 0935.20 - Business Machine Maintenance
- 0936.00 -- Printing and Lithography
- 0937.00 -- Tool and Machine Design Technology
- 0943.00 -- Instrumentation Technology
 - 0943.20 - Biotechnology Instrumentation
 - 0943.00 - Vacuum Technology
- 0945.00 -- Mechanical Technology, General
 - 0945.10 - Environmental Control Technology (HVAC)
 - 0945.50 - Energy Conservation Systems Technology
- 0947.00 -- Diesel Technology
 - 0947.20 - Heavy Equipment Maintenance
 - 0947.30 - Heavy Equipment Operation
- 0948.00 -- Automotive Technology
 - 0948.20 - Automotive Collision Repair
 - 0948.30 - Motorcycle, Outboard, and Small Engine Repair
- 0949.99 -- Upholstery Repair – Automotive
- 0950.00 -- Aeronautical and Aviation Technology
 - 0950.10 - Aviation Airframe Mechanics
 - 0950.20 - Aviation Powerplant Mechanics
 - 0950.30 - Commercial Pilot
 - 0950.40 - Aircraft Electronics

0952.00 -- Construction Crafts Technology
 0952.10 - Carpentry
 0952.20 - Electrical
 0952.30 - Plumbing, Pipefitting, and Steamfitting
 0952.40 - Glazing
 0952.50 - Mill and Cabinet Work
 0952.60 - masonry, Tile, Cement, and Lath and Plaster
 0952.70 - Painting and Decorating
 0952.80 - Drywall and Insulation
 0952.90 - Roofing
 0953.00 -- Drafting Technology
 0953.60 - Technical Illustration
 0954.00 -- Chemical Technology
 0954.20 - Plastics
 0954.30 - Petroleum Technology
 0955.00 -- Laboratory Science Technology
 0956.00 -- Industrial/Manufacturing Technology
 0956.30 - Machine Tool. Machine Shop
 0956.40 - Sheet Metal
 0956.50 - Welding and Cutting
 0956.80 - Industrial Quality Control
 0957.00 -- Civil and Construction Management Technology
 0957.20 - Construction Inspection
 0957.30 - Surveying
 0958.00 -- Sanitation and Public Health Technology
 0958.30 - Industrial Safety Technology
 0959.00 -- Marine Technology
 0959.10 - Diving and Underwater Safety
 0961.00 -- Optics
 0962.00 -- Musical Instrument Repair
 0999.00 -- Other Engineering and Related Industrial Technologies

10 -- Fine and Applied Arts

Instructional programs that study the perception, appreciation, and creation of diverse mode of communicating ideas and emotion by means of visual and non-visual representations and symbols; subject to esthetic criteria and related functions.

- 1011.00 -- Fine Arts, General
- 1002.00 -- Art (Painting, Drawing, Sculpture)
 - 1002.10 - Painting and Drawing
 - 1002.20 - Sculpture
 - 1002.30 Ceramics
- 1004.00 -- Music
 - 1004.10 - Performance (Choral, Band, etc.)
 - 1004.20 - Composition and Theory
- 1005.00 -- Commercial Music
- 1006.00 -- Technical Theater
- 1007.00 -- Dramatic Arts
- 1008.00 -- Dance
- 1009.00 -- Applied Design
 - 1009.10 - Jewelry
- 1011.00 -- Photography
- 1012.00 -- Applied Photography
 - 1012.10 - Photography Laboratory Technician
 - 1012.20 Commercial Photography
- 1013.00 -- Commercial Art
- 1030.00 -- Graphic Arts
 - 1030.20 - Computer Graphics
- 1099.00 -- Other Fine and Applied Arts

11 -- Foreign Language

Instructional programs that study a language other than English, or related to the study of a foreign culture through exploration of the literature of that culture as expressed in the language of that culture.

- 1101.00 -- Foreign Languages, General
- 1102.00 -- French
- 1103.00 -- German
- 1104.00 -- Italian
- 1105.00 -- Spanish
- 1106.00 -- Russian
- 1107.00 -- Chinese
- 1108.00 -- Japanese
- 1109.00 -- Latin
- 1110.00 -- Greek (Classical)
- 1111.00 -- Hebrew and Semitic

- 1112.00 -- Arabic
- 1116.00 -- African Languages (Non-Semitic)
- 1117.00 -- Asian, South Asian, and Pacific Islands
(Chinese and Japanese excluded)
 - 1117.10 - Filipino
- 1119.00 -- Portuguese (Classical)
- 1199.00 -- Other Foreign Languages

12 -- Health

Instructional programs that study the theories and techniques for the restoration or preservation of mental and physical health through the use of drugs, surgical procedures, manipulations, or other curative or remedial methods.

- 1201.00 -- Health Professions, General
 - 1201.20 - Medicine, General
- 1202.00 -- Hospital and Health Care Administration
 - 1202.20 - Hospital Staff Development
- 1203.00 -- Nursing, R.N.
 - 1203.20 - Nursing, L.V.N.
 - 1203.30 - Certified Nurse Assistant
 - 1203.50 - Hospital Ward Clerk
 - 1203.60 - Hospital Central Service Technician
 - 1203.70 - Medical Assistant/Medical Office Technician
 - 1203.80 - Home Health Aide
- 1204.00 -- Dental Technician
 - 1204.10 - Dental Assistant
 - 1204.20 - Dental Hygienist
- 1205.00 -- Medical Laboratory Technology
- 1206.00 -- Physicians Assistant
- 1207.00 -- Electro-Diagnostic Technology
- 1210.00 -- Respiratory Care/Therapy
- 1213.00 -- Cardiovascular Technician
- 1214.00 -- Orthopedic Assistant
- 1217.00 -- Surgical Technician/O.R. Nurse
- 1218.00 -- Occupational Therapy Technology
- 1219.00 -- Optical Technology
- 1220.00 -- Speech Pathology and Audiology
- 1221.00 -- Pharmacy Technician
- 1222.00 -- Physical Therapy Assistant
 - 1222.10 - Athletic Trainer
 - 1222.30 - Recreation Therapy
- 1223.00 -- Health Information Technology
- 1225.00 -- Radiological Technology
 - 1225.10 - Nuclear Therapy Technician
 - 1225.30 - Diagnostic Medical Sonography
- 1239.00 -- Psychiatric Technician

- 1250.00 -- Emergency Medical Technology
- 1255.00 -- Mortuary Science
- 1260.00 -- Health Professions, Core Curriculum
- 1299.00 -- Other Health Occupations

13 -- Consumer Education and Home Economics

Instructional programs that study the relationship between the physical, social, emotional, and intellectual environment in and if the home and family and the development of individuals including instructions in the natural and social sciences and humanities in the development of attitudes, knowledge, and ability pertaining to clothing and textiles, consumer education, food and nutrition, home management, housing, human development, family studies, and institutional management.

- 1301.00 -- Consumer Education and Home Economics (Transfer)
- 1302.00 -- Interiors (Environment, Design, and Manufacturing)
- 1303.00 -- Fashion
 - 1303.10 - Fashion Design
 - 1303.20 - Fashion Merchandising
 - 1303.30 - Fashion Production
- 1304.00 -- Life Management
- 1305.00 -- Lifespan (Child Development, Family Studies, Gerontology)
 - 1305.10 - Child Development
 - 1305.20 - Exceptional Child
 - 1305.30 - Gerontology
 - 1305.40 - Nanny Training
- 1306.00 -- Nutrition and Food
 - 1306.10 - Restaurant and Food Service Management
 - 1306.20 - Dietetics
 - 1306.30 - Culinary Arts
 - 1306.40 - Nutrition, Health, and Fitness
 - 1306.50 - Food and Equipment Demonstration
- 1307.00 -- Hospitality
- 1399.00 -- Other Consumer Education and Home Economics

14 -- Law

Instructional programs that study the principles and procedures developed and enforced by institutions of government for social order in the form of legislation, decisions, regulations, and orders.

- 1401.00 -- Law, General
- 1402.00 -- Paralegal
- 1499.00 -- Other Law

15 -- Humanities (Letters)

Instructional programs that study language and literature, philosophy, and value systems related to ancient and modern cultures and the expression of those systems in creative works and cultural artifacts.

1501.00	--	English
1503.00	--	Comparative Literature
1504.00	--	Classics
1506.00	--	Speech, Debate, and Forensic Science
1507.00	--	Creative Writing
1509.00	--	Philosophy
1510.00	--	Religious Studies (Theological professions excluded)
1599.00	--	Other Humanities

16 -- Library Science

Pre-professional transfer and paraprofessional programs that prepare individuals to assist professional librarians in acquiring and organizing media collections, and assisting in research and other services related to those resources.

1601.00	--	Library Science, General
1602.00	--	Library Technician
1699.00	--	Other Library Science

17 -- Mathematics

Instructional programs in the science of numbers, space configurations, and their operations, measurements, relationships, and abstractions.

1701.00	--	Mathematics, General
1701.10	-	Mathematics, General (for Non-Majors)
1701.70	-	Technical Mathematics
1799.00	--	Other Mathematics

18 -- Military Studies

Instructional programs in the techniques and skills unique to the pursuit of a professional career as a military officer.

1801.00	--	Military Science, General
1899.00	--	Other Military Studies

19 -- Physical Science

Instructional programs in the basic nature of matter, energy, systems, and associated phenomena.

- 1901.00 -- Physical Sciences, General
 - 1901.10 - Environmental Studies
- 1902.00 -- Physics, General
- 1905.00 -- Chemistry, General
- 1911.00 -- Astronomy
- 1913.00 -- Atmospheric Sciences
- 1914.00 -- Geology
- 1919.00 -- Oceanography
- 1920.00 -- Ocean Technology
- 1999.00 -- Other, Physical Science

20 -- Psychology

Instructional programs in the objective behavior and subjective experience of the individual organism. It is also the associated professional discipline which applies its findings in service to the individual, industry and government.

- 2001.00 -- Psychology, General
- 2099.00 -- Other Psychology

21 -- Public Affairs

Instructional programs in the theories and techniques of the formulation, implementation, and evaluation of public policies and services. Includes developing and improving competencies in the management and operation of government agencies.

- 2101.00 -- Community Services, General
 - 2101.10 - Volunteer Program Management
 - 2101.20 - Swimming and Lifesaving
- 2102.00 -- Public Administration
 - 2102.20 - Ski Patrol Technician
- 2104.00 -- Social Work and Helping Services
 - 2104.40 - Alcohol and controlled Substances
- 2105.00 -- Administration of Justice
 - 2105.10 - Corrections
 - 2105.20 - Probation and Parole
 - 2105.30 - Industrial Security
 - 2105.50 - Police Academy
- 2107.00 -- Human Services
 - 2107.50 - Education Aide (Classroom Assistant)
 - 2107.60 - Recreation Assistant
 - 2107.80 - School Health Aide

- 2133.00 -- Fire Control Technology
- 2133.50 - Fire Academy
- 2135.00 -- Environmental Hazardous Material Control Technology
- 2199.00 -- Other Public Affairs and Services

22 -- Social Sciences

Instructional programs in all aspects of the past and present activities, conduct, and interactions, and organization of humans.

- 2201.00 -- Social Sciences, General
- 2201.10 - Women's Studies
- 2202.00 -- Anthropology
- 2202.10 - Ethnic Studies
- 2202.20 - Archaeology
- 2204.00 -- Economics
- 2205.00 -- History
- 2206.00 -- Geography
- 2207.00 -- Political Science
- 2207.10 - Student Government
- 2208.00 -- Sociology
- 2299.00 -- Other Social Sciences

30 -- Commercial Services

Instructional programs that include those subject field designations associated with the development of skills required for the field of commerce.

- 3005.00 -- Custodial Services
- 3006.00 -- Barbering
- 3007.00 -- Cosmetology
- 3008.00 -- Dry Cleaning
- 3009.00 -- Travel Services and Tourism
- 3009.10 - Flight Attendant
- 3099.99 -- Other Commercial Services

49 -- Interdisciplinary Studies

Instructional programs that include those subject field designations which involve more than one major discipline without primary concentration in any one area.

- 4901.00 -- Liberal Arts and Sciences, General
- 4902.00 -- Biological and Plant Sciences
- 4903.00 -- Humanities
 - 4903.10 - Humanities and Fine Arts
 - 4903.30 - Humanities and Social Sciences
- 4904.00 -- Engineering Technology and Liberal Arts
- 4930.00 -- General Studies
 - 4930.10 - Guidance
 - 4930.11 - Interpersonal Skills
 - 4930.12 - Job Seeking/Changing Skills
 - 4930.13 - Academic Guidance
 - 4930.20 - Communication Skills
 - 4930.21 - Writing
 - 4930.22 - Speech (Oral)
 - 4930.30 - Learning Skills, Handicapped
 - 4930.31 - Living Skills, Handicapped
 - 4930.32 - Learning Skills, Learning Disabled
 - 4930.33 - Learning Skills, Speech Impaired
 - 4930.40 - Computational
 - 4930.41 - Pre-Algebra (Basic Math/Arithmetic)
 - 4930.42 - Algebra, Geometry, and Trigonometry
 - 4930.60 - Adult Basic Education (Grades 1-8)
 - 4930.62 - High School Diploma Program G.E.D.
 - 4930.70 - Reading
 - 4930.72 - Skill Development
 - 4930.80 - English as a Second Language – General
 - 4930.81 - English as a Second Language – College Level
 - 4930.82 - English as a Second Language – Survival Level
 - 4930.90 - Citizenship
- 4931.00 -- Vocational English as a Second Language (ESL)
- 4999.00 -- Other Interdisciplinary Studies

Appendix D3

TOPs CHARTS

TOP Codes – Alphabetical Index

Academic Guidance	--	4930.13
Accounting	--	0502.00
Administration of Justice	--	2105.00
Adult Basic Education (Grades 1-8)	--	4930.60
Advanced Transportation Technology	--	0510.60
Advertising	--	0510.60
Aeronautical and Aviation Technology	--	0950.00
African Languages (Non- Semitic)	--	1116.00
Agricultural Pest Control Advisor and Operator (Licensed)	--	0103.10
Agricultural Power Equipment and Technology	--	0116.00
Agriculture Business, Sales, and Service	--	0112.00
Agriculture Technology and Sciences, General	--	0101.00
Aircraft Electronics	--	0950.40
Alcohol and Controlled Substances	--	2104.40
Algebra, Geometry, and Trigonometry	--	4930.42
Animal Health Technician (Licensed)	--	0102.10
Animal Science	--	0102.00
Anthropology	--	2202.00
Appliance Repair	--	0935.10
Applied Design	--	1009.00
Applied Photography	--	1012.00
Arabic	--	1112.00
Archaeology	--	2202.20
Architectural Model Building	--	0202.00
Architectural Technology	--	0201.00
Art (Painting, Drawing, Sculpture)	--	1002.00
Artificial Inseminator (Licensed)	--	0102.20
Asian Languages (Chinese and Japanese excluded)	--	1117.00
Astronomy	--	1011.00
Athletic Trainer	--	1222.10
Atmospheric Sciences	--	1913.00
Audio/Visual Technician	--	0605.00
Automotive Collision Repair	--	0948.20
Automotive Technology	--	0948.00
Aviation Airframe Mechanics	--	0950.10
Aviation Powerplant Mechanics	--	0950.20
Bacteriology	--	0403.00
Banking and Finance	--	0504.00

Barbering	--	3006.00
Biological and Physical Sciences	--	4902.00
Biology	--	0401.00
Biotechnology and Biomedical Technology	--	0430.00
Biotechnology Instrumentation	--	0943.20
Botany, General	--	0402.00
Business and Commerce, General	--	0501.00
Business Machine Maintenance	--	0935.20
Business Management	--	0506.00
Cardiovascular Technician	--	1213.00
Carpentry	--	0952.10
Ceramics	--	1002.30
Certified Nurse Assistant	--	1203.30
Chemistry, General	--	1905.00
Child Development	--	1305.10
Chinese	--	1107.00
Citizenship	--	4930.90
Civil and Construction Management Technology	--	0957.00
Classics	--	1504.00
Commercial Art	--	1013.00
Commercial Music	--	1005.00
Commercial Photography	--	1012.20
Commercial Pilot	--	0950.30
Communication Skills	--	4930.20
Communications, General	--	0601.00
Community Services, General	--	2101.00
Comparative Literature	--	1503.00
Composition and Theory	--	1004.20
Computational Skills	--	4930.20
Computer and Informational Sciences, General	--	0701.00
Computer Graphics	--	1030.00
Computer Programming	--	0704.00
Computer Systems Analysis	--	0705.00
Construction Crafts Technology	--	0952.00
Construction Inspection	--	0957.20
Consumer Education and Home Economics (Transfer)	--	1301.00
Corrections	--	2105.10
Cosmetology	--	3007.00
Court Reporting	--	0514.30
Creative Writing	--	1507.00
Culinary Arts (Chef, Catering, Food Server)	--	1306.30
Custodial Services	--	3005.00
Dance	--	1008.00
Data Processing – Operations	--	0703.00
Dental Assistant	--	1204.10
Dental Hygienist	--	1204.20

Dental Technician	--	1204.00
Diagnostic Medical Sonography	--	1225.30
Diesel Technology	--	0947.00
Dietetics	--	1306.20
Display	--	0509.60
Diving and Underwater Safety	--	0959.10
Drafting and Design Techniques (requires Trigonometry)	--	0925.00
Drafting Technology	--	0953.00
Dramatic Arts	--	1007.00
Dry Cleaning	--	3008.00
Drywall and Insulation	--	0952.80
Ecology	--	0420.00
Economics	--	2204.00
Education Aide (Classroom Assistant)	--	2107.50
Education, General (Pre-professional) (Transfer)	--	0801.00
Electrical	--	0952.20
Electrical Maintenance	--	0934.90
Electrical/Power Distribution	--	0934.50
Electrical/Power Transmission	--	0934.40
Electro-Diagnostic Technology	--	1207.00
Electro-Mechanical/Robotics Technology	--	0935.00
Electron Microscopy	--	0934.70
Electronics and Electric Technology	--	0934.00
Emergency Medical Technician	--	1250.00
Energy Conversion Systems Technology	--	0945.50
Engineering and Other Disciplines	--	4904.00
Engineering Tech., General (require Trigonometry)	--	0924.00
Engineering, General (require Calculus) (Transfer)	--	0901.00
English	--	1501.00
English as a Second Language (ESL)	--	4930.80
English as a Second Language (ESL), College Level	--	4930.81
English as a Second Language (ESL), Survival Level	--	4930.82
Environmental Control Technology (HVAC)	--	0945.10
Environmental Hazardous Material Control Technology	--	2135.00
Environmental Studies	--	1901.10
Ethnic Studies	--	2202.10
Exceptional Child	--	1305.20
Fashion	--	1303.00
Fashion Design	--	1303.10
Fashion Merchandising	--	1303.20
Fashion Production	--	1303.30
Filipino Language	--	1117.10
Fine Arts, General	--	1001.00
Fire Academy	--	2133.50
Fire Control Technology	--	2133.00
Flight Attendant	--	3009.10

Floriculture/Floristry	--	0109.20
Food and Equipment Demonstration	--	1306.50
Foreign Languages, General	--	1101.00
Forestry	--	0114.00
French	--	1102.00
General Studies	--	4930.00
Geography	--	2206.00
Geology	--	1914.00
German	--	1103.00
Gerontology	--	1305.30
Glazing	--	0952.40
Graphic Arts	--	1030.00
Greek (Classical)	--	1110.00
Guidance	--	4930.10
Health Education	--	0837.00
Health Information Technology	--	1223.00
Health Professions, Core Curriculum	--	1260.00
Health Professions, General	--	1201.00
Heavy Equipment Maintenance	--	0947.20
Heavy Equipment Operation	--	0947.30
Hebrew and Semitic Languages	--	1111.00
High School Diploma Program/G.E.D.	--	4930.62
History	--	2205.00
Home Health Aide	--	1203.80
Hospital and Health Care Administration	--	1202.00
Hospital Central Service Technician	--	1203.60
Hospital Staff Development	--	1202.20
Hospital Ward Clerk	--	1203.50
Hospitality	--	1307.00
Human Services	--	2107.00
Humanities	--	4903.00
Humanities and Fine Arts	--	4903.10
Humanities and Social Sciences	--	4903.30
Industrial Arts (Transfer)	--	0839.00
Industrial Electronics	--	0934.20
Industrial Quality Control	--	0956.80
Industrial Safety Technology	--	0958.30
Industrial Security	--	2105.30
Industrial/Manufacturing Technology	--	0956.00
Instrumentation Technology	--	0943.00
Insurance	--	0512.00
Intercollegiate Athletics	--	0835.50
Interiors (Environment, Design, and Manufacturing)	--	1302.00
International Trade	--	0509.90
Interpersonal Skills	--	4930.11
Italian	--	1104.00

Japanese	--	1108.00
Jewelry	--	1009.10
Job Seeking/Changing Skills	--	4930.12
Journalism	--	0602.00
Labor and Industrial Relations	--	0516.00
Laboratory Science Technology	--	0955.00
Landscape Design and Maintenance	--	0109.10
Laser Technology	--	0934.80
Latin	--	1109.00
Law, General	--	1401.00
Learning Skills, Handicapped	--	4930.30
Learning Skills, Learning Disabled	--	4930.32
Learning Skills, Speech Impaired	--	4930.33
Legal Assistant (Judicial Aide)	--	1402.00
Legal Secretary/Legal Administrative Assistant	--	0514.10
Liberal Arts and Science, General	--	4901.00
Library Science, General	--	1601.00
Library Technician	--	1602.00
Life Management	--	1304.00
Lifespan (Child Development, Family Studies, Gerontology)	--	1305.00
Living Skills, Handicapped	--	4930.31
Logistics	--	0510.20
Machine Tool/Machine Shop	--	0956.30
Management Development and Supervision	--	0506.30
Marine Technology	--	0959.00
Marketing (including Sales and Salesmanship)	--	0509.50
Marketing and Distribution	--	0509.00
Masonry, Tile, Cement, and Lath and Plaster	--	0952.60
Mathematics, General	--	1701.00
Mathematics, General (for Non-Majors)	--	1701.10
Mechanical Technology	--	0945.00
Medical Assistant/Medical Office Technician	--	1203.70
Medical Laboratory Technology	--	1205.00
Medical Secretary/Medical Administrative Assistant	--	0514.20
Medicine, General	--	1201.10
Military Science	--	1801.00
Mill and Cabinet Work	--	0952.50
Mortuary Science	--	1255.00
Motorcycle, Outboard, and Small Engine Repair	--	0948.30
Music	--	1004.00
Musical Instrument Repair	--	0962.00
Music Performance (Choral, Band, etc.)	--	1004.10
Nanny Training	--	1305.40
Natural (Life) Science, General	--	0401.00
Natural Resources	--	0115.00
Nuclear Therapy Technician	--	1225.10

Nursing, L. V. N.	--	1203.20
Nursing, R.N.	--	1203.00
Nutrition and Food	--	1306.00
Nutrition, Health, and Fitness	--	1306.40
Occupational Therapy Technology	--	1218.00
Ocean Technology	--	1920.00
Oceanography	--	1919.00
Optical Technology	--	1219.00
Optics	--	0961.00
Ornamental Horticulture	--	0109.00
Orthopedic Assistant	--	1214.00
Other Agriculture and Natural Resources	--	0199.00
Other Architecture and Environmental Design	--	0299.00
Other Biological Science	--	0499.00
Other Business and Management	--	0599.00
Other Commercial Services	--	3099.00
Other Communications	--	0699.00
Other Computer and Information Science	--	0799.00
Other Consumer Education and Home Economics	--	1399.00
Other Education	--	0899.00
Other Engineering and Related Industrial Technologies	--	0999.00
Other Fine and Applied Arts	--	1099.00
Other Foreign Languages	--	1199.00
Other Health Occupations	--	1299.00
Other Humanities	--	1599.00
Other Interdisciplinary Studies	--	4999.00
Other Law	--	1499.00
Other Library Science	--	1699.00
Other Mathematics	--	1799.00
Other Military Studies	--	1899.00
Other Physical Science	--	1999.00
Other Psychology	--	2099.00
Other Public Affairs and Services	--	2199.00
Other Social Sciences	--	2299.00
Painting and Decoration	--	0952.70
Painting and Drawing	--	1002.10
Parks and Recreation Management	--	0115.10
Petroleum Technology	--	0954.30
Pharmacy Technician	--	1221.00
Philosophy	--	1509.00
Photography	--	1011.00
Photography Laboratory Technician	--	1012.10
Physical Education	--	0835.00
Physical Education "Major"	--	0835.30
Physical Fitness and Body Movement	--	0835.10
Physical Sciences, General	--	1901.00

Physical Therapy Assistant	--	1222.00
Physicians Assistant	--	1206.00
Physics, General	--	1902.00
Physiology (includes Anatomy)	--	0410.00
Plant Science	--	0103.00
Plastics	--	0954.20
Plumbing, Pipefitting and Steamfitting	--	952.30
Police Academy	--	2105.50
Political Science	--	2207.00
Portuguese (Classical)	--	1119.00
Pre-Algebra (Basic Math/Arithmetic)	--	4930.41
Printing and Lithography (Newspaper Production)	--	0936.00
Probation and Parole	--	2105.50
Psychiatric Technician	--	1239.00
Psychology, General	--	2001.00
Public Administration	--	2101.00
Public Relations	--	0606.00
Purchasing	--	0509.20
Radiation Technology – Non-Medical	--	0933.00
Radio, Motion Picture, and Television	--	0603.00
Radiology Technology	--	1225.00
Reading Skills	--	4930.70
Real Estate	--	0511.00
Recreation Assistant	--	2107.60
Recreation Therapy	--	1222.30
Religious Studies (Theological professions excluded)	--	1510.00
Respiratory Care/Therapy	--	1210.00
Restaurant and Food Service Management	--	1306.10
Roofing	--	0952.90
Russian	--	1106.00
Sanitation and Public Health Technology	--	0958.00
School Health Aide	--	2107.80
Sculpture	--	1002.20
Secretary/Administrative Assistant	--	0514.00
Sheet Metal	--	0956.40
Ski Patrol Technician	--	2102.20
Skill Development	--	4930.72
Social Sciences, General	--	2201.00
Social Work and Helping Services	--	2104.00
Sociology	--	2208.00
Spanish	--	1105.00
Special Education Service/.Aide	--	0809.00
Special Education, General	--	0808.00
Speech (Oral)	--	4930.22
Speech Pathology and Audiology	--	1220.00
Speech, Debate, and Forensic Science	--	1506.00

Speed Reading	--	4930.09
Student Government	--	2207.10
Supervised Tutoring	--	4930.09
Surgical Technician/O.R. Nursing	--	1217.00
Surveying	--	0957.30
Survival Level English as a Second Language (ESL)	--	4930.82
Swimming and Lifesaving	--	2101.20
Technical Illustration	--	0953.60
Technical Mathematics	--	1701.70
Technical Theater	--	1006.00
Technical Writing	--	0607.00
Tool and Machine design Technology	--	0937.00
Transportation and Materials Moving	--	0510.00
Travel Services and Tourism	--	3009.00
Upholstery Repair – Automotive	--	0949.00
Vacuum Technology	--	0943.30
Vocational English as a Second Language (ESL)	--	4931.00
Volunteer Program Management	--	2101.10
Welding and Cutting	--	0956.50
Women's Studies	--	2201.10
Writing	--	4930.21
Zoology	--	0407.00

APPENDIX E

APPENDIX F

ALLIED HEALTH DIVISION			
DISCIPLINE	MINIMUM QUALIFICATIONS AT GCC	COURSE NUMBER	COURSE TITLE
Emergency Medical Technology	Any Bachelor's or higher AND two years of experience in emergency medical technology and any certificate or license required to do that work OR any Associate's degree AND any six years of experience in emergency medical technology AND any certificate or license required to do that work OR the equivalent.	AHLTH 140 AHLTH 141	EMGR MED TECH EMGR MED TECH REF
Health Care Ancillaries	Any Bachelor's or higher AND two years of experience in the discipline AND any certificate or license required to do that work OR Any Associate's degree AND six years of experience in the discipline and any certificate or license required to do that work OR the equivalent.	AHLTH 145	NURS ASST LTC & HH
Addiction Paraprofessional Training	Any Bachelor's or higher AND two years of experience in the discipline AND any certificate or license required to do that work OR Any Associate's degree AND six years of experience in the discipline and any certificate or license required to do that work OR the equivalent.	AL ST 101 AL ST 103 AL ST 105 AL ST 110 AL ST 111 AL ST 112 AL ST 113 AL ST 114 AL ST 115 AL ST 116 AL ST 117 AL ST 150 AL ST 151 AL ST 152 AL ST 153	OVERVIEW OF ALC CHEM DEPEND COUNSELING TECHNIQUE PHARMACOLOGY COUNSELING TECHNIQUE COUNSEL DEP FAMILY GROUP COUNSELING CHEM DEP/SEXUALITY SPECIAL POPULATIONS ADULT CHILD-CD FMLY SOCIAL MODEL ADV CONCEPT CD FMLY AA AND RECOVERY COMMUNITY NETWORK INTERNSHIP 1-ETHICAL INTERNSHIP 2-CORE
Nursing	Master's in nursing OR Bachelor's in nursing AND Master's in health education or health science OR the equivalent OR the minimum qualifications as set by the Board of Registered Nursing, WHICHEVER IS HIGHER	NS 100 NS 101 NS 102 NS 105 NS 106 NS 107 NS 109 NS 110 NS 111 NS 112 NS 113 NS 124 NS 130 NS 131 NS 132 NS 133 NS 134 NS 200 NS 201 NS 202 NS 203 NS 204 NS 205 NS 206 NS 207 NS 210 NS 211 NS 212 NS 213 NS 214 NS 215 NS 217 NS 222	VOC NURS PERSP VOC NURS CARE SEM I VOC NURS CARE SEM II DOSAGE VOC NURS PHAR I VOC NURS PHAR II MENTAL HLTH IN NURS FUND VOC NURS VOC MED/SURG NURS I VOC MED/SURG NURS II VOC MED/SURG NURS III VOC MAT/CHLD HEALTH VOC NURS FUND LAB MED/SURG I LAB MED/SURG II LAB MED/SURG III LAB MAT/CHLD HLTH LAB NURSING PERSPECTIVES NURSING SEMINAR I NURSING SEMINAR II NURSING SEMINAR III NURSING SEMINAR IV ESSEN OF MED ADMIN NURSING PHARM I NURSING PHARM II FUND OF NURSING MED/SURG NURSING I MED/SURG NURSING II MED/SURG NURSING III MED/SURG NURSING IV CONTEMP PRACTICE LVN/RN BRIGE COURSE PSYCHIATRIC NURSING

		NS 223	MATERNAL CHILD HLTH
<u>ALLIED HEALTH DIVISION</u>			
DISCIPLINE	MINIMUM QUALIFICATIONS AT GCC	COURSE NUMBER	COURSE TITLE
Nursing Science Clinical Practice	Any Bachelor's or higher AND two years of experience in the discipline AND any certificate or license required to do that work OR any Associates degree AND six years of experience in the discipline and any certificate or license required to do that work OR the equivalent.	NS 130 NS 131 NS 132 NS 133 NS 134 NS 210 CLINIC NS 211 CLINIC NS 212 CLINIC NS 213 CLINIC NS 214 CLINIC NS 215 CLINIC NS 222 CLINIC NS 223 CLINIC	VOC NURS FUND LAB MED/SURG I LAB MED/SURG II LAB MED/SURG III LAB MAT/CHLD HLTH LAB FUND OF NURSING MED/SURG NURSING I MED/SURG NURSING II MED/SURG NURSING III MED/SURG NURSING IV CONTEMP PRACTICE PSYCHIATRIC NURSING MATERNAL CHILD HLTH
Nutritional Science/ Dietetics	Master's in nutrition, dietetics, dietetics and food administration OR Bachelor's in any of the above AND Master's in chemistry, public health, or family and consumer studies/home economics OR the equivalent. (Note: A Bachelor's in nutrition, dietetics, or dietetics and food administration, and certification as a registered dietitian, is an alternative qualification for this discipline, pursuant to Title 5 Section 53410.1.)	NS 108	BASIC NUTRITION NURS

<u>BIOLOGY DIVISION</u>			
DISCIPLINE	MINIMUM QUALIFICATIONS AT GCC	COURSE NUMBER	COURSE TITLE
Biological Science	Master's in any biological science OR Bachelor's in any biological science AND Master's in biochemistry, biophysics or marine sciences OR the equivalent.	BIO 101 BIO 102 BIO 103 BIO 112 BIO 115 BIO 118 BIO 120 BIO 121 BIO 122 BIO 123 BIO 125 BIO 126 BIO 132 BIO 135 BIO 138 BIO 139 BIO 145 BIO 146	GENERAL BIOLOGY (4) GENERAL BIOLOGY (5) MOLEC BIO & GENETICS MICROBIOLOGY HUMAN BIOLOGY PRIN OF BIOLOGY HUMAN ANATOMY INTRO PHYSIOLOGY INTRO BIOLOGY EVOLUTION MARINE BIOLOGY MARINE LAB INTRO MARINE SCIENCE INTRO BOTANY HORTICULTURE PLANT PROPAGATION BIOLOGY OF BIRDS MARINE MAMMALS
Ecology	Master's in ecology or environmental studies OR the equivalent OR Master's in the interdisciplinary area OR Master's in one of the disciplines included in the interdisciplinary area and upper division or graduate coursework in at least one constituent discipline OR the equivalent.	BIO 126 BIO 127 BIO 128 BIO 129 BIO 130 BIO 131 BIO 137	MARINE LAB ECOLOGY & CONSER ECOLOGY & CONSER LAB MARINE ECOLOGY NAT HISTORY OF SO CAL NAT HIST FLD STUDIES FIELD BOTANY

BUSINESS DIVISION

DISCIPLINE	MINIMUM QUALIFICATIONS AT GCC	COURSE NUMBER	COURSE TITLE
Accounting	<p align="center">Master's in accountancy or business administration with accounting concentration OR Bachelor's in business with accounting emphasis or business administration with accounting emphasis or economics with an accounting emphasis AND Master's in business, business administration, business education, taxation, or finance OR the equivalent.</p> <p>(NOTE: A bachelor's degree with a CPA license is an alternative qualification for this discipline, pursuant to Title 5, Section 53410.1)</p>	ACCTG 101 ACCTG 102 ACCTG 105 ACCTG 106 ACCTG 110 ACCTG 120 ACCTG 121 ACCTG 130 ACCTG 150 ACCTG 155 ACCTG 160 ACCTG 201 ACCTG 202	FINANCIAL ACCT MANAGERIAL ACCT INTRO ACCT I INTRO ACCT II BASIC ACCT I COMP ACCT SYSTEMS ADV COMP ACCT PAYROLL ACCT PRINC INCOME TAX VOLUNTEER INCOME TAX ADV INCOME TAX INTER ACCT I INTER ACCT II
Business	Master's in business, business management, business administration, accountancy, finance, marketing or business education OR Bachelor's in any of the above AND Master's in economics, personnel management, public administration OR JD or LLB degree OR bachelor's in economics with a business emphasis AND Master's in personnel management, public administration, or JD or LLB degree OR the equivalent.	BUSOT 102 BUSOT 103 BUSOT 110 BUSAD 101 BUSAD 106 BUSAD 110 BUSAD 131 BUSAD 132 BUSAD 134 BUSAD 135 BUSAD 136 BUSAD 138 BUSAD 170 BUSAD 175 BUSAD 176 BUSAD 180	ENGLISH FOR BUSINESS BUS VOCAB DEVELOP COLLEGIATE BUS MATH INTRO TO BUSINESS WRITTEN BUS COMM HR IN BUSINESS INTRO TO FINANCE FIN STATEMENT ANAL INVESTMENTS MONEY & BANKING MONEY MGMT BUY & SELL A BUS INTERNATIONAL BUS IMPT/EXPT PACIFIC RIM IMPT/EXPT LATIN AM PRINC OF IMPT/EXPT
Business Machine Technology	Any Bachelor's or higher AND two years of experience in business machine technology AND any certificate or license required to do that work OR any Associate's degree AND six years of experience in business machine technology AND any certificate or license required to do that work OR the equivalent.	BUSOT 106	ELEC CALCULATORS

<p>Computer Information Systems</p> <p><u>(Course topics include computer network installation, microcomputer technology, and computer applications)</u></p>	<p>Any Bachelor's or higher AND two years of experience in computer information systems AND any certificate or license required to do that work OR any Associate's degree AND six years of experience in computer information systems AND any certificate or license required to do that work OR the equivalent.</p>	<p>CS/IS 111/ (TV 111) CS/IS 115 CS/IS 116 CS/IS 117 CS/IS 118 CS/IS 119 CS/IS 123 CS/IS 124 CS/IS 126 CS/IS 127 CS/IS 128 CS/IS 129 CS/IS 200/ (BUSOT 200) CS/IS 201 CS/IS 202 CS/IS 206 CS/IS 208 CS/IS 209 CS/IS 210 CS/IS 220 CS/IS 230 CS/IS 231 CS/IS 232 CS/IS 233 CS/IS 250</p>	<p>INTERACTIVE MULTIMEDIA I</p> <p>MICROCOMP APPS PRESENTATION SFTWR MICROSOFT USER SPEC INTRO 2D/3D GRAPHIC ADV 2D/3D GRAPHIC DESKTOP PUB ADV DESKTOP PUB DIGITAL IMAGING INTRO HYPERCARD HYPERCARD STACK DEV PRINT BUS MATERIALS INTRO COMP KEYBOARD</p> <p>INTRO MS-DOS ADV MS-DOS MAC BASICS WINDOWS BASICS ADVANCED WINDOWS COMPUTER OPERATIONS W/P FOR WRITERS SPREADSHEETS ADV SPREADSHEETS DBASE SYSTEMS ADV DBASE SYSTEMS W/P SYSTEMS</p>
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BUSINESS DIVISION

DISCIPLINE	MINIMUM QUALIFICATIONS AT GCC	COURSE NUMBER	COURSE TITLE
<p>Computer Science</p>	<p>Two years of relevant industry experience in the discipline and the minimum qualification in computer science which are Master's in computer science or computer engineering OR Bachelor's in either of the above AND Master's in mathematics, cybernetics, business administration, accounting, or engineering OR Bachelor's in engineering AND Master's in cybernetics, engineering, mathematics, or business administration OR the equivalent. (NOTE: Courses in the use of computer programs for application to a particular discipline may be classified, for minimum qualification purposes, under the discipline of the application.)</p> <p>**The GCC qualifications for this discipline are higher than the state minimum qualifications**</p>	<p>CS/IS 099 CS/IS 101 CS/IS 102 CS/IS 105 CS/IS 110 CS/IS 120 CS/IS 125 CS/IS 130 CS/IS 135 CS/IS 137 CS/IS 139 CS/IS 140 CS/IS 141 CS/IS 145 CS/IS 150 CS/IS 155 CS/IS 156 CS/IS 160 CS/IS 165 CS/IS 170 CS/IS 172 CS/IS 180 CS/IS 185 CS/IS 190 CS/IS 191 CS/IS 192 CS/IS 195 CS/IS 218/ (ART 128)/ (TEL 218) CS/IS 260 CS/IS 261</p>	<p>ORIENT TO COMP SKILLS INTRO TO COMPUTER BUS COMP APPS COMPUTER CONCEPTS INTRO TO PRGRMG VISUAL BASIC DISCRETE STRUCT COMP INTRO PASCAL PROG IN C/C++ ADV C/C ++ PROG JAVA COBOL PROG I ADV JAVA COBOL PROG II FORTRAN PROG PROG ADA INTRO EXPERT SYS MICRO ASSEMBLY LANG VAX ASSEMBLY LANG LRG COMP OP SYSTEMS UNIX SYSTEM SYSTEMS ANALYSIS DATABASE MGMT NETWORKING & TELECOM INTERNET ORIENT ADV INTERNET SOFTWARE ENGINEER INTERACT MULTIMEDIA II</p> <p>WEB SITE DEVELOP I WEB SITE DEVELOP II</p>
<p>Law</p>	<p>JD OR LLB (NOTE: Courses in aspects of law for application to a particular discipline may be classified, for minimum qualification purposes, in the discipline of the application.)</p>	<p>BUSAD 120 BUSAD 125</p>	<p>BUSINESS LAW I BUSINESS LAW II</p>

Management	Master's in business administration, business management, business education, marketing, public administration or finance OR bachelor's in any of the above AND Master's in economics, accountancy, taxation or law OR the equivalent.	BUSAD 141 BUSAD 142 BUSAD 144 BUSAD 146 BUSAD 148 BUSAD 149 BUSAD 151/ (T ART 151) BUSAD 152 BUSAD 154 BUSAD 156 BUSAD 158	INTRO TO MGMT MGMT EMPLOYEE REL PERSONNEL MGMT PLANNING & ORG PROD & OPS CONTROL COST CONTROL & ANAL THEATER MGMT MGMT COMM-ORAL ENVRN HAZ MATERIALS MGMT CONTROL SMALL BUS MGMT
Marketing	Master's in business administration, business management, business education, marketing, advertising, or finance OR Bachelor's in any of the above AND Master's in economics, accountancy, taxation or law OR the equivalent.	BUSAD 162 BUSAD 164 BUSAD 166 BUSAD 168/ (FASH 168)	MARKETING RETAIL SELLING ADVERTISING FASHION MERCH

BUSINESS DIVISION			
DISCIPLINE	MINIMUM QUALIFICATIONS AT GCC	COURSE NUMBER	COURSE TITLE
Office Technology <u>(Course topics include secretarial skills, office systems, word processing, computer applications, and automated office training)</u>	Any Bachelor's or higher AND two years of experience in office technology AND any certificate or license required to do that work OR any Associate's degree AND six years experience in office technology AND any certificate or license required to do that work OR the equivalent.	BUSOT 101 BUSOT 104 BUSOT 120 BUSOT 125 BUSOT 130 BUSOT 155 BUSOT 162 BUSOT 165 BUSOT 182 BUSOT 185 BUSOT 190 BUSOT 195 BUSOT 200/ (CS/IS 200) BUSOT 205 BUSOT 210 BUSOT 230 BUSOT 254 BUSOT 256 BUSOT 260 BUSOT 265 BUSOT 266 BUSOT 270 BUSOT 271 BUSOT 275 BUSOT 276 BUSOT 280 BUSOT 281	BUS OFF PROC FILING METHODS ABC SHORTHAND BEG SHORTHAND SHORTHAND SPEED MACH TRANSCR LEGAL OFF PROC MACH TRANS/LEGAL MED TERM MED FRONT OFF MACHINE TRANS-MED I MACHINE TRANS-MED II INTRO COMPUTER KBDG COMP KBDG I COMP KBDG II COMP KBDG SPEED WD PROCESSING I WD PROCESSING II MOUS WORD, EXCEL, ACCESS, POWERPOINT MOUS, MS WORD I MOUS, MS WORD II MOUS, MS EXCEL I MOUS, MS EXCEL II MOUS, MS ACCESS I MOUS, MS ACCESS II MOUS, MS POWERPOINT I MOUS, MS POWERPOINT II
Real Estate	Any Bachelor's or higher AND two years of experience in real estate AND any certificate or license required to do that work OR any Associate's degree AND six years of experience in real estate AND any certificate or license required to do that work OR the equivalent.	RE 101 RE 105 RE 120 RE 125 RE 130 RE 140 RE 150 RE 160 RE 170 RE 180 RE 190	RE PRINCIPLES RE PRE LICENSE RE PRACTICE RE SALES SOFTWARE RE ECONOMICS RE LEGAL ASPECTS RE FINANCE RE APPRAISAL I RE BROKERAGE MORTGAGE LOAN BRKG PROPERTY MGMT

		RE 200/ (BUSAD 138) RE 250 RE 251 RE 260	BUY & SELL BUSINESS ESCROW I ESCROW II REAL ESTATE CONT ED
Special Education	Master's degree or equivalent in the category of disability, special education, education, psychology, educational psychology, or rehabilitation counseling AND 15 semester units of upper division graduate study in the area of disability including, but not limited to: learning disabilities, developmental disabilities, deaf and hearing impaired, physical disabilities, or adapted computer technology.	CS/IS 104 CS/IS 106 CS/IS 107 CS/IS 108 CS/IS 109	SELF PACED ADPT W/P ADAPT W/P PRO/VISUAL ADAPT W/P PROCESSING ADAPT COMP LAB ADV ADAPT APPS

COLLEGE SERVICES DIVISION			
DISCIPLINE	MINIMUM QUALIFICATIONS AT GCC	COURSE NUMBER	COURSE TITLE
Counseling	Master's in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, or career development, OR the equivalent. (NOTE: A license as a Marriage, family, and child counselor is an alternative qualification for the discipline, pursuant to Title 5, Section 53410.1)	ST DV 100 ST DV 103 ST DV 115 ST DV 120 ST DV 125 ST DV 126 ST DV 127 ST DV 141 ST DV 142 ST DV 144 ST DV 145 ST DV 150 ST DV 155 ST DV 165 ST DV 171	COLLEGE ORIENT COLLEGE ORIENT INTL ORIENTATION TO FIN AID TRANSFER ORIENTATION CAREER PLANNING JOB SEARCH STRATEGY MAJOR EXPLORATION LEARNING SKILLS STUDY SKILLS IMPROVING COLL PERF ACAD & LIFE SUCCESS TUTOR TRAINING SUPP INSTR TRAINING STRESS MGMT STUDENT LEADERSHIP
DSPS Counseling	Master's degree or equivalent in rehabilitation counseling OR master's degree in special education, and twenty four or more semester units in upper division or graduate level course work in counseling, guidance, student personnel, psychology, or social work; OR a master's degree in counseling, guidance, student personnel, psychology, career development, or social welfare; and either twelve or more semester units in upper division or graduate level course work specifically in counseling or rehabilitation of individuals with disabilities, or two years of full-time experience, or the equivalent, in one or more of the following: counseling or guidance for students with disabilities OR counseling and/or guidance in industry, government, public agency, military or private social welfare organizations in which the responsibilities of the position were predominantly or exclusively for persons with disabilities.	ST DV 100 ST DV 103 ST DV 115 ST DV 120 ST DV 125 ST DV 126 ST DV 127 ST DV 128 ST DV 141 ST DV 142 ST DV 144 ST DV 145 ST DV 150 ST DV 155 ST DV 165 ST DV 171	COLLEGE ORIENT COLLEGE ORIENT INTL ORIENTATION TO FIN AID TRANSFER ORIENTATION CAREER PLANNING JOB SEARCH STRATEGY MAJOR EXPLORATION VOC PLANNING STUDENTS W/DISABILITY LEARNING SKILLS STUDY SKILLS IMPROVING COLL PERF ACAD & LIFE SUCCESS TUTOR TRAINING SUPP INSTR TRAINING STRESS MGMT STUDENT LEADERSHIP
EOPS Counseling	Master's in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social	ST DV 100 ST DV 103 ST DV 115 ST DV 120 ST DV 125 ST DV 126 ST DV 127	COLLEGE ORIENT COLLEGE ORIENT INTL ORIENTATION TO FIN AID TRANSFER ORIENTATION CAREER PLANNING JOB SEARCH STRATEGY MAJOR EXPLORATION

	<p>work, or career development, OR the equivalent. (NOTE: A license as a Marriage, family, and child counselor is an alternative qualification for the discipline, pursuant to Title 5, Section 53410.1)</p> <p>In addition, EOP&S Counselors must also have completed a minimum of nine semester units of college course work in predominantly relating to ethnic minorities or person handicapped by language, social, or economic disadvantages OR completed six semester units or the equivalent of a college-level practicum or counseling fieldwork courses in a community college EOPS program, or in a program dealing with ethnic minorities or person handicapped by language, social, or economic disadvantages and two years of occupational experience in work relating to ethnic minorities or person handicapped by language, social, or economic disadvantages.</p>	<p>ST DV 141 ST DV 142 ST DV 144 ST DV 145 ST DV 150 ST DV 155 ST DV 165 ST DV 171</p>	<p>LEARNING SKILLS STUDY SKILLS IMPROVING COLL PERF ACAD & LIFE SUCCESS TUTOR TRAINING SUPP INSTR TRAINING STRESS MGMT STUDENT LEADERSHIP</p>
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COLLEGE SERVICES DIVISION			
DISCIPLINE	MINIMUM QUALIFICATIONS AT GCC	COURSE NUMBER	COURSE TITLE
Learning Assistance Instructor	<p>Master's degree in education, educational psychology, or instructional psychology, or other master's degree with emphasis in adult learning theory.</p> <p>At GCC, this academic position is entitled "Learning Disability Specialist"</p>		
Librarian	<p>Master's in library science or library and information science from an ALA-accredited institution OR the equivalent together with course work and/or experience with library information technologies and Internet research.</p> <p>**The GCC qualifications for this discipline are higher than the state minimum qualifications**</p>		
Special Education	<p>Master's degree or equivalent in the category of disability, special education, education, psychology, educational psychology, or rehabilitation counseling AND 15 semester units of upper division graduate study in the area of disability including, but not limited to: learning disabilities, developmental disabilities, deaf and hearing impaired, physical disabilities, or adapted computer technology.</p>	<p>ST DV 102 ST DV 104 ST DV 128 ST DV 143 ST DV 146</p>	<p>ASSESSMENT ORIENT COLL ORIENT-DISABLED VOCATION PLANNING STUDY SKILLS LAB EFFECTIVE STUDY TECH</p>

CREDIT ESL DIVISION			
DISCIPLINE	MINIMUM QUALIFICATIONS AT GCC	COURSE NUMBER	COURSE TITLE
ESL	<p>Master's in TESL, TESOL, applied linguistics with a TESL emphasis, linguistics with a TESL emphasis, English with a TESL emphasis, or education with a TESL emphasis OR Bachelor's in TESL, TESOL, English with a TESL certificate, linguistics with a TESL certificate, applied linguistics with a TESL certificate or any foreign language with a TESL certificate AND Master's in linguistics, applied linguistics, English, composition, bilingual/bicultural studies, reading, speech, or any foreign language OR the equivalent.</p>	<p>ELS 111 ELS 115 ESL 116 ESL 117 ESL 118 ESL 121 ESL 122 ESL 123 ESL 125 ESL 126 ESL 127 ESL 131 ESL 132 ESL 133 ESL 135 ESL 136 ESL 141 ESL 145 ESL 146 ESL 151 ESL 155 ESL 177</p>	<p>GRAMMAR & WRITING I LISTEN & SPEAKING I READING & VOCAB I LISTEN & VOCAB DEV BASIC SPELLING GRAM & WRIT II (1ST) GRAM & WRIT II (2ND) GRAMMAR & WRITING II LISTEN & SPEAKING II READING & VOCAB II LISTEN & VOCAB DEV II GRAM & WRIT III (1ST) GRAM & WRIT III (2ND) GRAMMAR & WRITING III LISTEN & SPEAKING III READING & VOCAB III GRAMMAR & WRITING IV LISTEN & SPEAKING IV READING & VOCAB IV READING & COMP V LISTEN & SPEAKING V SPECIAL PURPOSE ENGL</p>

ENGLISH DIVISION

DISCIPLINE	MINIMUM QUALIFICATIONS AT GCC	COURSE NUMBER	COURSE TITLE
English	Master's in English, literature, comparative literature or composition OR Bachelor's in any of the above AND Master's in linguistics, TESL, speech, education with a specialization in reading, creative writing, or journalism OR the equivalent.	ENGL 101 ENGL 102 ENGL 103 ENGL 104 ENGL 105 ENGL 106 ENGL 107 ENGL 108 ENGL 109 ENGL 110 ENGL 111 ENGL 112 ENGL 113 ENGL 114 ENGL 115 ENGL 116 ENGL 117 ENGL 118 ENGL 120 ENGL 121 ENGL 122 ENGL 123 ENGL 124 ENGL 125 ENGL 126 ENGL 127 ENGL 128 ENGL 130 ENGL 131 ENGL 141 ENGL 142 ENGL 155 ENGL 181 ENGL 182 ENGL 183 ENGL 184 ENGL 185 ENGL 186 ENGL 187 ENGL 188 ENGL 189 ENGL 190 ENGL 191 ENGL 192 ENGL 197 ENGL 200	FRESHMAN ENGLISH CRIT THINK & LIT ANAL CREAT WRIT WORKSHOP CRIT THINK & ARGUMENT SURV ENG LIT TO 1780 SURV ENG LIT FROM 1780 20TH CENTURY POETRY I 20TH CENTURY POETRY II INTRO WEST LIT TO REN INTRO WEST LIT TO PRES WOMEN IN LITERATURE SCREENWRITING LIB RESEARCH METHODS INTRO TO POETRY INTRO TO FICTION INTRO TO DRAMA FILM AS LITERATURE ANALYTICAL READING COMP & READING READING LITERATURE AMER LIT TO 1865 AMER LIT 1865-PRESENT CONTEMP LITERATURE SHAKESPEARE MODERN DRAMA CHILDREN'S LITERATURE BIBLE AS LITERATURE SCI-FI LITERATURE TECHNICAL ENGLISH SOUTHWEST LIT ASIAN AMER LIT VOCAB BUILDING I BASIC COMM-SPELLING BASIC COMM-VOCAB BASIC COMM-GRAMMAR BASIC SPELLING ADV SPELLING BASIC READING LAB BASIC ENGLISH LAB INTRO ACAD READING WRITING WORKSHOP I INTMED ACAD READING WRITING WORKSHOP II ADV COLLEGE READING LIT TRAINING METHOD SPEED READING
Film Studies	Master's degree in film, drama/theater arts, or mass communication OR Bachelor's degree in any of the above AND Master's degree in media studies, English, or communication OR the equivalent.	ENGL 112 ENGL 117	SCREENWRITING FILM AS LITERATURE

ENGLISH DIVISION

DISCIPLINE	MINIMUM QUALIFICATIONS AT GCC	COURSE NUMBER	COURSE TITLE
Humanities	<p>Minimum qualifications in humanities (below) AND BOTH of the following: Appropriate course work or appropriate teaching experience in the discipline English AND appropriate course work or appropriate teaching experience in another discipline included in the specific course in question OR the equivalent.</p> <p>Master's in humanities OR the equivalent OR Master's in the interdisciplinary area OR Master's in one of the disciplines included in the interdisciplinary area and upper division or graduate course work in at least one other constituent discipline.</p>	HUMAN 101 HUMAN 102 HUMAN 105 HUMAN 106 HUMAN 110 HUMAN 111 HUMAN 115 HUMAN 117 HUMAN 120 HUMAN 125 HUMAN 130 HUMAN 135	EAST/WEST TO 1700 EAST/WEST FRM 1700 HUMAN STRUGGLE MOD SOCIETY MILIEUX SCI, LIT & HUM INSIGHT IRISH HIST, LIT & CULT WORLD MYTHOLOGY KALEIDOSCOPE LIT & CUL ARTS CROSSCURR: AMER SOC INDIV, GRP, & ORG HUMAN & WORK WRLD
Library Science	<p>Master's in library science or library and information science from an ALA-accredited institution OR the equivalent together with course work and/or experience with library information technologies and Internet research.</p> <p>**The GCC qualifications for this discipline are higher than the state minimum qualifications**</p>	LIB 101 LIB 191	INTRO LIB RESEARCH INTRO TO INFO COMP
Reading	<p>Master's in education with a specialization in reading or teaching reading OR Bachelor's in any academic discipline AND twelve semester units of course work in teaching reading AND Master's in English, literature, linguistics, applied linguistics, composition, comparative literature, TESL, or psychology OR the equivalent.</p>	ENGL 118 ENGL 186 ENGL 188 ENGL 190 ENGL 192 ENGL 200	ANALYTICAL READING BASIC READING LAB INTRO ACAD READING INTMED ACAD READING ADV COLLEGE READING SPEED READING
Special Education	<p>Master's degree or equivalent in the category of disability, special education, education, psychology, educational psychology, or rehabilitation counseling AND 15 semester units of upper division graduate study in the area of disability including, but not limited to: learning disabilities, developmental disabilities, deaf and hearing impaired, physical disabilities, or adapted computer technology.</p>	ENGL 150 ENGL 151 ENGL 152 ENGL 156 ENGL 157	READING SKILL BLDG DEV FUND WRITING WRIT & READ STRAT VOCAB BLDG II ESSNTL SPELLING SKILLS

HEALTH AND PHYSICAL EDUCATION DIVISION

DISCIPLINE	MINIMUM QUALIFICATIONS AT GCC	COURSE NUMBER	COURSE TITLE
Coaching	Any Bachelor's or higher AND two years of experience in coaching AND any certificate or license required to do that work OR any Associate's degree AND six years of experience in coaching AND any certificate or license required to do that work OR the equivalent.	PE 145 PE 146 PE 147 PE 148 PE 149 PE 155 PE 156 PE 157 PE 160 PE 172 PE 173 PE 195 PE 196 PE 197 PE 198 PE 205 PE 228 PE 230 PE 234 PE 235 PE 236 PE 243 PE 246 PE 266 PE 267 PE 268 PE 269 PE 270 PE 272 PE 273 PE 281 PE 282	ADV BASKETBALL ADV BASEBALL THEORY OFF SEAS TRN BASEBALL INTERCOL BASEBALL BASEBALL THEORY ADV BASKETBALL/MEN ADV BASKETBALL/WMN INTERCOL BASKET/MEN INTERCOL BASKET/WMN INTERCOL XCNTY/MEN INTERCOL XCNTY/WMN FOOTBALL THEORY ADV FOOTBALL THEORY OFF SEAS TRNG FTBALL INTERCOL FOOTBALL INTERCOL GOLF SOCCER THEORY INTERCOL SOCCER/MEN ADV SOFTBALL INTERCOL SOFTBALL SOFTBALL THEORY INTERCOL SOCCER/WMN OFF SEAS TRNG SOCCER INTERCOL TENNIS/MEN INTERCOL TENNIS/WMN ADV TRCK&FLD/MEN ADV TRCK&FLD/WMN OFF SEA TRN/TRCK&FLD INTERCOL TRK&FLD/MEN INTERCOL TRK&FLD/WMN INTERCOL VLLYBLL/MEN INTERCOL VLLYBLL/WMN
Health	Master's in health science, health education, biology, nursing, physical education, dietetics, or nutrition OR Bachelor's in any of the above AND Master's in public health or any biological science OR the equivalent.	HLTH 101 HLTH 102 HLTH 104 HLTH 106 HLTH 107 HLTH 109 HLTH 110 HLTH 128/ (PE 128 & CUL ART 128)	FIRST AID STD FIRST AID & CPR HEALTH EDUCATION WOMEN'S HEALTH EDUC CARDIO PULM RESUS CHILD HEALTH & CRISIS ATHLETIC INJURIES NUTRN & PHYS FITNESS

HEALTH AND PHYSICAL EDUCATION DIVISION

DISCIPLINE	MINIMUM QUALIFICATIONS AT GCC	COURSE NUMBER	COURSE TITLE
Physical Education	Master's in physical education, education with an emphasis in physical education, kinesiology, physiology of exercise, or adaptive physical education OR Bachelor's in any of the above AND Master's in any life science, dance, physiology, health education, recreation administration, or physical therapy OR the equivalent.	PE 101 PE 102 PE 105/ (DANCE 105) PE 106 PE 111 PE 112 PE 113 PE 114 PE 115 PE 116 PE 120 PE 124 PE 125 PE 126 PE 127 PE 128/ (HLTH 128 & CUL ART 128) PE 129 PE 140 PE 141 PE 150 PE 154 PE 164/ (DANCE 164) PE 166 PE 167 PE 168 PE 169 PE 194/ (DANCE 194) PE 200 PE 202 PE 203 PE 206 PE 222 PE 224 PE 226 PE 227 PE 229 PE 231 PE 241 PE 261 PE 262 PE 263 PE 274 PE 275 PE 276 PE 294 PE 295 RECLD 109	WELLNSS & FITNSS LAB CARDIOVASC FITNESS STEP AEROBICS ADVANCED STEP AERO EXERCISE PSYCH APP EXERCISE PHYSIO EXERCISE TEST INST TEC FOR FIT LDRS INST TEC FIT LDRS CAREERS FOR FIT LDRS INTRO TO PE OFFICIATING-VBL, BSKBL SPORTS OFFICIATING OFFICIATING-TRK, SFTBL PE ACTIVITIES NUTRN & PHYS FITNESS STRENGTH & CONDITION BEG BADMINTON INT BADMINTON BEG BASKETBALL INT BASKETBALL RHYTHMIC AEROBICS WEIGHT TRAIN WMN WEIGHT TRAIN & COND INT WGHT TRAIN & COND BODY MECHANICS WMN STRUC DYNAM STRETCH TOUCH FOOTBALL BEG GOLF INT GOLF BEG GYMNASTICS PADDLE TENNIS RACQUETBALL RUNNING AEROBICS SELF DEFENSE WMN SOCCER SOFTBALL SOCCER-WMN BEG TENNIS INT TENNIS ADV TENNIS BEG VOLLEYBALL INT VOLLEYBALL ADV VOLLEYBALL STRESS REDUCTION WLKG FOR HLTH FITNESS REC LEADERSHIP
Special Education	Master's in physical education, education with an emphasis in physical education, kinesiology, physiology of exercise, or adaptive physical education OR Bachelor's in any of the above AND Master's in any life science, dance, physiology, health education, recreation administration, or physical therapy OR the equivalent. In addition, fifteen semester units of upper division or graduate study in adapted physical education are required.	PE 130 PE 131 PE 132 PE 133 RECLD 105	ADAPTED ACTIVITIES SELF DEFENSE ADAPTED AQUATICS FITNESS FOR DISABLED PE/REC FOR HANDICAPD

LANGUAGE ARTS DIVISION

DISCIPLINE	MINIMUM QUALIFICATIONS AT GCC	COURSE NUMBER	COURSE TITLE
Foreign Languages	Master's in Armenian OR Bachelor's in Armenian AND Master's in another language or linguistics OR the equivalent.	ARMEN 101	BEG ARMENIAN I
		ARMEN 102	BEG ARMENIAN II
		ARMEN 110	CONV ARMENIAN I
		ARMEN 111	CONV ARMENIAN II
		ARMEN 115	ARMENIAN SPEAKING I
		ARMEN 116	ARMENIAN SPEAKING II
	Master's in Chinese OR Bachelor's in Chinese AND Master's in another language or linguistics OR the equivalent.	CHIN 101	BEG CHINESE I
		CHIN 102	BEG CHINESE II
		CHIN 110	CONV CHINESE I
		CHIN 111	CONV CHINESE II
		CHIN 112	CONV CHINESE III
		HIER 101	BEG HIEROGLYPHS
	HIER 102	BEG HIEROGLYPHS	
	Master's in Egyptian Hieroglyphs OR Bachelor's in Egyptian Hieroglyphs AND Master's in another language or linguistics OR the equivalent.	FREN 101	BEG FRENCH I
		FREN 102	BEG FRENCH II
		FREN 103	INT FRENCH I
		FREN 104	INT FRENCH II
		FREN 105	CONV FRENCH
		FREN 106	ADV CONV FRENCH
		FREN 110	BASIC CONV FRENCH I
FREN 111		BASIC CONV FRENCH II	
FREN 112		BASIC CONV FRENCH III	
FREN 113		BASIC CONV FRENCH IV	
FREN 121		INTRO FRENCH LIT/ENG	
FREN 124		FR LIT-GENRES	
FREN 125		FR LIT-MIDDLE AGES-18 TH	
FREN 126		FR LIT-19 TH CEN-PRESENT	
Master's in French OR Bachelor's in French AND Master's in another language or linguistics OR the equivalent.	GERM 101	BEG GERMAN I	
	GERM 102	BEG GERMAN II	
	GERM 103	INT GERMAN I	
	GERM 104	INT GERMAN II	
	GERM 105	CONV GERMAN	
	GERM 106	ADV CONV GERMAN	
	GERM 110	BASIC CONV GERMAN I	
	GERM 111	BASIC CONV GERMAN II	
	GERM 112	BASIC CONV GERMAN III	
	GERM 113	BASIC CONV GERMAN IV	
	GERM 125	GERMAN LIT I	
	GERM 126	GERMAN LIT II	
Master's in Italian OR Bachelor's in Italian AND Master's in another language or linguistics OR the equivalent.	ITAL 101	BEG ITALIAN I	
	ITAL 102	BEG ITALIAN II	
	ITAL 103	INTR ITALIAN I	
	ITAL 104	INTR ITALIAN II	
	ITAL 110	BASIC CONV ITALIAN I	
	ITAL 111	BASIC CONV ITALIAN II	
Master's in Japanese OR Bachelor's in Japanese AND Master's in another language or linguistics OR the equivalent.	JAPAN 101	BEG JAPANESE I	
	JAPAN 102	BEG JAPANESE II	
	JAPAN 110	BASIC CONV JAPANESE I	
	JAPAN 111	BASIC CONV JAPANESE II	
Master's in Korean OR Bachelor's in Korean AND Master's in another language or linguistics OR the equivalent.	KOREAN 101	BEG KOREAN I	
	KOREAN 110	BASIC CONV KOREAN I	
	KOREAN 111	BASIC CONV KOREAN II	

LANGUAGE ARTS DIVISION			
DISCIPLINE	MINIMUM QUALIFICATIONS AT GCC	COURSE NUMBER	COURSE TITLE
Foreign Languages	<p style="text-align: center;">Master's in Russian OR Bachelor's in Russian AND Master's in another language or linguistics OR the equivalent.</p> <p>Master's in Spanish OR Bachelor's in Spanish AND Master's in another language or linguistics OR the equivalent.</p>	RUSS 101 RUSS 102 RUSS 110 RUSS 111 SPAN 101 SPAN 102 SPAN 103 SPAN 104 SPAN 105 SPAN 106 SPAN 110 SPAN 111 SPAN 112 SPAN 113 SPAN 115 SPAN 116 SPAN 117 SPAN 118 SPAN 124 SPAN 125 SPAN 126 SPAN 127 SPAN 128 SPAN 138	BEG RUSSIAN I BEG RUSSIAN II BASIC CONV RUSSIAN I BASIC CONV RUSSIAN II BEG SPANISH I BEG SPANISH II INT SPANISH I INT SPANISH II CONV SPANISH ADV CON SPANISH BASIC CONV SPANISH I BASIC CONV SPANISH II BASIC CONV SPANISH III BASIC CONV SPANISH IV SPAN FOR SPAN SPKG I SPAN FOR SPAN SPKG II BASIC CONV SPAN-MED BASIC CONV SPAN-LAW ENG TRANS OF SPAN LIT SURVEY SPANISH LIT SURVEY SPAN-AM LIT MEXICAN LITERATURE CUBAN LITERATURE SPAN FOR SCHOOL PERS
Journalism	Master's in journalism or communication with a specialization in journalism OR Bachelor's in either of the above AND Master's in English history, communication, literature, composition, comparative literature, any social science, business, business administration, marketing, graphics, or photography or the equivalent.	MASS COM 101 MASS COM 102 MASS COM 103 MASS COM 104 MASS COM 106 MASS COM 107 MASS COM 120	INTRO MASS COMM REPORTING THE NEWS STUDENT PUBL STAFF STUDENT PUBL EDITORS INTRO BRDCST JOURN MAGAZINE WRITING INTRO PUB RELATIONS
Mass Communication	<p style="text-align: center;">Master's in radio, television, film, mass communication, or communication, journalism OR Bachelor's in any of the above AND Master's in drama/theater arts, communication, speech communication, business, telecommunications, or English OR the equivalent.</p>	MASS COM 101 MASS COM 102 MASS COM 103 MASS COM 104 MASS COM 106 MASS COM 107	INTRO MASS COMM REPORTING THE NEWS STUDENT PUBL STAFF STUDENT PUBL EDITORS INTRO BRDCST JOURN MAGAZINE WRITING
Sign Language	Any Bachelor's or higher AND two years of experience in sign language AND any certificate or license required to do that work OR any Associate's degree AND six years of experience in sign language AND any certificate or license required to do that work OR the equivalent.	SIGN 101 SIGN 102 SIGN 103	SIGN LANGUAGE I SIGN LANGUAGE II SIGN LANGUAGE III

Speech	Master's in speech, speech broadcasting, telecommunications, rhetoric, communication, speech communications, or organizational communication OR Bachelor's in any of the above AND Master's in drama/theater arts, mass communication, or English OR the equivalent.	SPCH 100 SPCH 101 SPCH 102 SPCH 103 SPCH 104 SPCH 105 SPCH 106 SPCH 107	INTERPERSONAL COMM PUBLIC SPEAKING PUBLIC SPEAKING II GROUP DISCUSSION ARGUMENT & DEBATE VOICE AND DICTION ORAL INTERP OF LIT BUS & PRO SPCH
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MATHEMATICS DIVISION			
DISCIPLINE	MINIMUM QUALIFICATIONS AT GCC	COURSE NUMBER	COURSE TITLE
Mathematics	Master's in mathematics or applied mathematics OR Bachelor's in either of the above AND Master's in statistics, physics, or mathematics education OR the equivalent.	MATH 100 MATH 101 MATH 102 MATH 103 MATH 104 MATH 105 MATH 107 MATH 108 MATH 110 MATH 111 MATH 112 MATH 115 MATH 119 MATH 120 MATH 135 MATH 136 MATH 138 MATH 140 MATH 141 MATH 145 MATH 146 MATH 148 MATH 151 MATH 152 MATH 153 MATH 155 MATH 158 MATH 190 MATH 201 MATH 241 MATH 255	COLLEGE ALGEBRA INTER ALGEBRA TRIGONOMETRY CALC/ANAL GEOMETRY I CALC/ANAL GEOMETRY II CALC/ANAL GEOMETRY III LINEAR ALGEBRA DIFFERENTIAL EQUATION PRECALCULUS FINITE MATH BUSINESS CALCULUS SURVEY OF MATH INTER ALGEBRA I INTER ALGEBRA II LIBERAL ARTS MATH STATISTICS MATH FOR ELEM TCHRS PLANE GEOMETRY BEG ALGEBRA ELEM ALGEBRA I ELEM ALGEBRA II APPLIED ALGEBRA BASIC ARITHMETIC BASIC MATHEMATICS PREALGEBRA ALGEBRA BASICS APPLIED PREALGEBRA OVERCOME MATH ANXTY INTER ALG-SELF PACED BEG ALGEBRA-SELF PCD FUND OF MATH

PHYSICAL SCIENCE DIVISION

DISCIPLINE	MINIMUM QUALIFICATIONS AT GCC	COURSE NUMBER	COURSE TITLE
Chemistry	<p>Master's in chemistry or Bachelor's in chemistry and Master's in biochemistry, chemical engineering, chemical physics or the equivalent.</p> <p>The GCC qualifications (listed above) for this discipline are higher than the state minimum qualifications which are: Master's in chemistry OR Bachelor's in chemistry AND Master's in biochemistry, chemical engineering, chemical physics, physics, molecular biology, or geochemistry OR the equivalent.</p>	CHEM 101 CHEM 102 CHEM 103 CHEM 105 CHEM 106 CHEM 110 CHEM 114 CHEM 115 CHEM 120 CHEM 121 CHEM 143 PHSCI 131	GEN CHEMISTRY I GEN CHEMISTRY II QUANT ANALYSIS ORGANIC CHEMISTRY I ORGANIC CHEMISTRY II ELEM OF GEN CHEM CHEMICAL ENVIRON CHEM FUND-NURSES FUND COLL CHEM I FUND COLL CHEM II INTRO CHEMISTRY GEN PHYSICAL SCIENCE
Earth Science	<p>Master's in geology, geophysics, earth science, meteorology, oceanography or paleontology, OR Bachelor's in geology AND Master's in geography, physics, or geochemistry OR the equivalent.</p>	GEOL 101 GEOL 102 GEOL 103 GEOL 104 GEOL 105 GEOL 111 GEOL 120 OCEAN 115 OCEAN 116 PALEO 101 PHSCI 131	PHYSICAL GEOLOGY NATURAL DISASTERS GEOLOGY OF CALIF FIELD GEOLOGY HISTORIC EARTH SCI PHYSICAL GEOLOGY LAB EARTHQUAKES OCEANOGRAPHY OCEANOGRAPHY LAB PALEONTOLOGY GEN PHYSICAL SCIENCE
Physics/Astronomy	<p>Master's in physics, astronomy, or astrophysics OR Bachelor's in physics or astronomy AND Master's in engineering, mathematics, meteorology, or geophysics OR the equivalent.</p>	ASTRO 102 ASTRO 103 ASTRO 110 ASTRO 120 PHY 101 PHY 102 PHY 103 PHY 105 PHY 106 PHY 110 PHSCI 131	OBSERV ASTRONOMY MODERN ASTRONOMY ASTRO SOLAR SYSTEM STARS AND GALAXIES ENGINEERING PHYSICS I ENGINEERING PHYSICS II ENGINEERING PHYSICS III GENERAL PHYSICS I GENERAL PHYSICS II INTRO TO PHYSICS GEN PHYSICAL SCIENCE

<u>SOCIAL SCIENCE DIVISION</u>			
DISCIPLINE	MINIMUM QUALIFICATIONS AT GCC	COURSE NUMBER	COURSE TITLE
Anthropology	Master's in anthropology or archeology OR Bachelor's in either of the above and Master's in sociology, biological sciences, forensic sciences, genetics or paleontology, OR the equivalent.	ANTHR 101 ANTHR 102 ANTHR 103 ANTHR 104	PHYSICAL ANTHRO CULTURAL ANTHRO ARCHAEOLOGY MAGIC, REL & WTCHCRFT
Economics	Master's in economics OR Bachelor's in economics AND Master's in business, business administration, business management, business education, finance, or political sciences OR the equivalent.	ECON 101 ECON 102 ECON 105 ECON 107/ (POL SCI 107, PSYCH 107, & SOC 107) ECON 110 ECON 111/ (HIST116)	PRIN MICROECONOMICS PRIN MACROECONOMICS AMERICAN ECONOMY INTRO STATISTICS ECON ENVIRONMENT ECON HISTORY US
Ethnic Studies	Master's in the ethnic studies field OR the equivalent OR Master's in the interdisciplinary area OR Master's in one of the disciplines included in the interdisciplinary area and upper division or graduate course work in at least one other constituent discipline.	ETHS 101 ETHS 102 ETHS 110 ETHS 111 ETHS 122 ETHS 124 ETHS 132 ETHS 164 HIST 113 HIST 121 SOCS 121 SOCS 122 SOCS 123 SOCS 124	LATIN AMER CUL EXP LATINOS IN US CONTEMP ETHNIC WMN EURO IMMIG 1776-NOW INTRO ASIAN AMER CUL JAPANESE EXP IN AMER BLACK EXP IN THE US ARMENIAN DIASPORA HISTORY OF MEXICO ARMENIAN HISTORY ETHNIC/RACE MINORITY MEX-AMER STUDIES ASIANS IN AMERICA INTL/INTCULT STUDIES
Geography	Master's in Geography OR Bachelor's in geography AND Master's in geology, history, meteorology, or oceanography OR the equivalent OR Master's in the interdisciplinary area OR Master's in one of the disciplines included in the interdisciplinary area and upper division or graduate course work in at least one other constituent discipline.	GEOG 101 GEOG 102 GEOG 105 GEOG 107 GEOG 111 GEOG 114	PHYSICAL GEOGRAPHY CULTURAL GEOGRAPHY ECONOMIC GEOGRAPHY HUMAN IMPACT ON ENV PHYSICAL GEOG LAB GEOGRAPHY OF BAJA CA

SOCIAL SCIENCE DIVISION			
DISCIPLINE	MINIMUM QUALIFICATIONS AT GCC	COURSE NUMBER	COURSE TITLE
History	Master's in history OR Bachelor's in history AND Master's in political science, humanities, geography, area studies, women's studies, social science, or ethnic studies OR the equivalent.	ETHS 111 HIST 101 HIST 102 HIST 103 HIST 104 HIST 105 HIST 106 HIST 107 HIST 108 HIST 109 HIST 110 HIST 111 HIST 112 HIST 113 HIST 114 HIST 115 HIST 116/ (ECON III) HIST 117 HIST 118 HIST 119 HIST 120 HIST 121 HIST 122 HIST 131 HIST 132 HIST 133 HIST 135 HIST 136/ (SOCS 136) HIST 150 HIST 151 SOCS 127	EURO IMMIG 1776-NOW HISTORY- WEST EUR I HISTORY- WEST EUR II HIST EARLY LATIN AM HIST CONTEMP LATIN AM 20 TH CENT CTRL AMER HIST/POL RUSS PEOPLE HIST OF CIV TO 800 HIST OF CIV 800-1789 HIST OF CIV 1789-NOW US HISTORY US HISTORY-WMN PACIFIC COAST HISTORY HISTORY OF MEXICO HISTORY OF BAJA CA REBEL WMN IN MOD AM ECON HIST OF US HISTORY OF US I HISTORY OF US II HISTORY FAR EAST I HISTORY FAR EAST II ARMENIAN HISTORY CALIFORNIA HISTORY HIST AFRICA 1800-NOW HISTORY OF PHILIPPINES HISTORY OF SCIENCE HISTORY VIETNAM WAR WAR: HIST, CAUS, SOL US HISTORY & ART US HISTORY 20 TH CENT LA COUNTY
Philosophy	Master's in philosophy OR Bachelor's in philosophy AND Master's in humanities or theology OR the equivalent.	PHILO 101 PHILO 112 PHILO 113 PHILO 114 PHILO 116 PHILO 117 PHILO 118 PHILO 119 PHILO 120 PHILO 121 PHILO 122	INTRO PHILOSOPHY HUMAN VAL-ENVIR ISSUE WRLD REL/NEAR EAST WRLD REL/FAR EAST ETHICS-MODERN LIFE INTRO LOGIC WOMEN/EARTH/DIVINE HIST PHIL-ANCIENT HIST PHIL-MODERN PHIL OF ISLAM LATIN AMER PHIL
Political Science	Master's in political science, government, public administration, or international relations OR Bachelor's in any of the above AND Master's in economics, history, social science, sociology, any ethnic studies, JD or LLB OR the equivalent.	POL SCI 101 POL SCI 102 POL SCI 103 POL SCI 105 POL SCI 106 POL SCI 107/ (ECON 107, PSYCH 107, & SOC 107) POL SCI 110 POL SCI 111 POL SCI 151	INTRO GOVT COMPARATIVE GOVT WORLD POLITICS AMER POLITICAL IDEALS AMER STATE/LOC GOVT INTRO STATISTICS CONTEMP WORLD PROBS MODERN MID EAST FUND OF GOVT & YOU

SOCIAL SCIENCE DIVISION			
DISCIPLINE	MINIMUM QUALIFICATIONS AT GCC	COURSE NUMBER	COURSE TITLE
Psychology	Master's in psychology OR Bachelor's in psychology, AND Master's in counseling, sociology, statistics, neuroscience, or psychiatric social work OR the equivalent.	PSY 101 PSY 103 PSY 104 PSY 105 PSY 106 PSY 107/ (ECON 107, POL SCI 107, & SOC 107) PSY 108 PSY 109/ (SOC 105) PSY 110 PSY 111 PSY 113 PSY 114 PSY 115 PSY 131/ (SOC 131)	GEN PSYCHOLOGY PHYSIO PSYCHOLOGY SOCIAL PSYCHOLOGY HUMAN SEXUALITY DEVELOP PSYCH INTRO STATISTICS PSYCH OF LOSS & DEATH INTRO GERONTOLOGY PSYCH OF PERS-SOC ADJ WMN: MIND & BODY PSYCH WOMEN PSYCH HUMAN COMM ABNORMAL PSYCH MARRIAGE & INT REL
Religious Studies	Master's in religious studies, theology or philosophy OR Bachelor's in any of the above AND Master's in humanities OR the equivalent.	PHILO 113 PHILO 114 PHILO 118	WORLD REL/NEAR EAST WORLD REL/FAR EAST WOMEN/EARTH/DIVINE
Social Science	Master's in social science OR the equivalent OR Master's in the interdisciplinary area OR Master's in one of the disciplines included in the interdisciplinary area and upper division or graduate course work in at least one other constituent discipline.	SOCS 101 SOCS 121 SOCS 122 SOCS 123 SOCS 124 SOCS 125 SOCS 126 SOCS 127 SOCS 131 SOCS 132 SOCS 134 SOCS 136/ (HIST 136) SOCS 145 SOCS 146	INTRO TO EDUCATION ETHNIC/RACIAL MINORITY MEX AMER STUDIES ASIANS IN AMERICA INTL/INTERCULT STUDIES AMER EXPERIENCE AMER EXP-MOD AMER LA COUNTY INTRO SOCIAL SCIENCE I INTRO SOCIAL SCIENCE II WMN, MEN, & SOCIETY WAR: HIST/CAUSE/SOL INTRO COM VOLUNTEER VOLUNTEERISM LAB
Sociology	Master's in sociology OR Bachelor's in sociology AND Master's in anthropology, any ethnic studies, social work, or psychology OR the equivalent.	SOC 101 SOC 102 SOC 104 SOC 105/ (PSY 109) SOC 107/ (ECON 107, POL SCI 107, & PSY 107) SOC 131/ (PSY 131) SOCS 134	INTRO SOCIOLOGY SOCIAL CRISES TODAY SOC SEX & GENDER INTRO GERONTOLOGY INTRO STATISTICS MARRIAGE & INT REL WMN, MEN, & SOCIETY
Women's Studies	Master's in women's studies OR the equivalent OR Master's in the interdisciplinary area OR Master's in one of the disciplines included in the interdisciplinary area and upper division or graduate course work in at least	ETHS 110 HIST 111 HIST 115 SOC 104 SOCS 134	CONTEMP ETHNIC WMN WOMEN IN AMER HIST REBEL WMN MOD AMER SOC SEX & GENDER WMN, MEN, & SOCIETY

	one other constituent discipline.		
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TECHNOLOGY AND APPLIED ACADEMICS DIVISION			
DISCIPLINE	MINIMUM QUALIFICATIONS AT GCC	COURSE NUMBER	COURSE TITLE
Administration of Justice (Course topics include police science, corrections, and law enforcement)	Any Bachelor's or higher AND two years of experience in administration of justice AND any certificate or license required to do that work OR any Associate's degree AND six years of experience in administration of justice AND any certificate or license required to do that work OR the equivalent.	ADMJ 101 ADMJ 103 ADMJ 107 ADMJ 108 ADMJ 110 ADMJ 116 ADMJ 117 ADMJ 118 ADMJ 120 ADMJ 129 ADMJ 130 ADMJ 134 ADMJ 155 ADMJ 205	INTRO TO ADMIN JUSTICE CONCEPTS CRIM LAW COMMUNITY RELATIONS POLICE OPS & ISSUES PRIN & PROCD JUST SYS CRIM INVESTIGATIONS CRISIS INTERVENTION YOUTH OFFENDERS EVIDENCE SPEC CRIME/DRUG LAW ENFORC SUPER REPORT WRITING FIREARMS TRAINING ADV FIELD OFF TRAINING
Aeronautics	Any Bachelor's or higher AND two years of experience in aeronautics AND any certificate or license required to do that work OR any associate degree AND six years of experience in aeronautics AND any certificate or license required to do that work OR the equivalent.	AT 123 AT 126 AT 141 AT 142 AT 143 AT 144 AT 145 AT 146 AT 147 AT 150	ACFT STRUC & AERO ACFT POWERPLANTS ACFT PWRPLT MAINT I ACFT PWRPLT MAINT II ACFT PWRPLT MAINT III AIRFRAME MAINT I AIRFRAME MAINT II AIRFRAME MAINT III HELICOPTER MAINT ACFT STRUCTURES
Architecture	Any Bachelor's or higher AND two years of experience in architecture AND any certificate or license required to do that work OR any associate's degree AND six years of experience in architecture AND any certificate or license required to do that work OR the equivalent.	ARCH 101 ARCH 102 ARCH 103 ARCH 105 ARCH 106 ARCH 107 ARCH 120 ARCH 125 ARCH 130 ARCH 135 ARCH 141/ (ART 141)	DRAFT AND BASIC DSGN ARCH DRFT & DESIGN DESCRIPTIVE GEOMETRY PERSPECTIVE GRAPHICS BUILDING CODES I BUILDING CODES II ARCH DESIGN I ARCH DESIGN II ARCH DESIGN III ARCH DESIGN IV INTERIOR DESIGN
Aviation (Course topics include air frame and power plant, aircraft mechanics, aeronautical engineering technicians, and avionics)	Any Bachelor's or higher AND two years of experience in aviation AND any certificate or license required to do that work OR any associate's degree AND six years of experience in aviation AND any certificate or license required to do that work OR the equivalent.	AT 114 AT 115 AT 117 AT 119 AT 120 AT 121 AT 122 AT 124 AT 125 AT 127 AT 128 AT 130 AT 131 AT 135	INSTRUMENT FLT LAB COMM FLIGHT LAB AV INSTRUCTION PRAC FLGHT CONCEPT BASIC AERONAUTICS NAVIGATION METEOROLOGY RADIO PROC & FLT REGS INST PROC & RADIO NAV FLIGHT TRNG MANEUVER AIRPORT OPS AIR TRANSPORTATION AIR TRAFF CONTROLLER COMM PILOT GRD SCHOOL

TECHNOLOGY AND APPLIED ACADEMICS DIVISION

DISCIPLINE	MINIMUM QUALIFICATIONS AT GCC	COURSE NUMBER	COURSE TITLE
Child Development	Master's in child development, early childhood education, human development, home economics/family and consumer studies with a specialization in child development/early childhood education, educational psychology with a specialization in child development/early childhood education OR Bachelor's in any of the above AND Master's in social work, educational supervision, elementary education, special education, psychology, bilingual/bicultural education, life management/home economics, family life studies, or family and consumer studies OR the equivalent.	CHLDV 130 CHLDV 133 CHLDV 135 CHLDV 136 CHLDV 137 CHLDV 138 CHLDV 140 CHLDV 141 CHLDV 142 CHLDV 143 CHLDV 147 CHLDV 151 CHLDV 152 CHLDV 155 CHLDV 156 CHLDV 158/ (DANCE 158) CHLDV 174 CHLDV 175 CHLDV 176 CHLDV 200 CHLDV 201 CHLDV 202 CHLDV 210	PARENTING YNG CHLD INTRO ERLY CHLD ED PRE-SCHOOL CHLD CHILD 5-12 SCH AGE CHLD CHILD HEALTH PRE-SCHOOL EDUC FLD PRACTICE PRE-SCHL HOME, SCHL, COMM REL SUP/ADM CHD CARE CTR WORK W/INF & TODDLER CREATIVE ACT PRE SCHL MUSIC FOR YNG CHLD SPEC NEEDS CHLDRN TCH VAR CULTURES MOV/DEV BIRTH-12 ADM/SUP PROG I ADM/SUP PROG II MENTOR TEACHER PRAC EMERGING LIT IN E.C. I EMERGING LIT IN E.C. II EMERGING LIT IN E.C. III SCAF LRNG IN ECE
Cosmetology	Any Bachelor's or higher AND two years of experience in cosmetology AND any certificate or license required to do that work OR any associate's degree AND six years of experience in cosmetology AND any certificate or license required to do that work OR the equivalent.	COSM 111 COSM 112 COSM 113 COSM 114	ELEM OF COSMETOLOGY BASIC COSMETOLOGY INTER COSMETOLOGY ADV COSMETOLOGY
Culinary Arts/ Food Technology (Course topics include food service, meat cutting, baking, waiter/waitressing, and bartending)	Any Bachelor's or higher AND two years of experience in culinary arts/food technology AND any certificate or license required to do that work OR any Associate's degree AND six years of experience in culinary arts/food technology AND any certificate or license required to do that work OR the equivalent.	CUL ART 110 CUL ART 111 CUL ART 112 CUL ART 113 CUL ART 114 CUL ART 115 CUL ART 116 CUL ART 117 CUL ART 122 CUL ART 124 CUL ART 201 CUL ART 207 CUL ART 214 HRM 203 HRM 220 HRM 221	FOODS MODERN LIVING BEG FOOD PREP ADV FOOD PREP SANITATION & SAFETY NUTRITION & MENU PLAN INTRO HOSPITALITY IND QUANT FOOD PURCH FOOD & COST MGMT INTL COOKING BAS BAKING & DESSERT RESTAURANT MGMT DINING ROOM SERVICES BEV & WINE SERVICES CATERING I FRONT OFFICE OPS HOUSEKEEP MGMT OPS
Dance	Minimum qualifications in dance (below) PLUS one of the following: Two years community college level (or higher) teaching experience in dance OR two years professional performance. The GCC qualification (listed above) for this discipline are higher than the state minimum qualifications which are: Master's in dance, physical education with dance emphasis, or theater with dance emphasis	CHLDV 158	MOV/DEV BIRTH-12

	OR Bachelor's in any of the above and Master's in physical education, any life science, physiology, theater arts, kinesiology, humanities, performing arts or music OR the equivalent.		
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TECHNOLOGY AND APPLIED ACADEMICS DIVISION

DISCIPLINE	MINIMUM QUALIFICATIONS AT GCC	COURSE NUMBER	COURSE TITLE
Drafting	Any Bachelor's or higher AND two years of experience in drafting AND any certificate or license required to do that work OR any Associate's degree AND six years of experience in drafting AND any certificate or license required to do that work OR the equivalent.	DRAFT 129 DRAFT 133 DRAFT 134 DRAFT 140 DRAFT 141 DRAFT 203/ (FASH 203) ARCH 101 ARCH 102	BLUEPRINT READING ELEC/MECH PKG & DSGN ADV MECH PKG DESIGN ADV CAD FUND CAD COMP PATRN MAKG DRAFT & BASIC DESIGN ARCH DRAFT & DESIGN
Electronics Technology (Course topics include radio, television, and computer repair)	Any Bachelor's or higher AND two years of experience in electronics technology and any certificate or license required to do that work OR any Associate's degree AND six years of experience in electronics technology AND any certificate or license required to do that work OR the equivalent.	ECT 100 ECT 101 ECT 102 ECT 103 ECT 104 ECT 106 ECT 107 ECT 110 ECT 112 ECT 113 ECT 114 ECT 115 ECT 116 ECT 117 ECT 118 ECT 119 ECT 124 ECT 201 ECT 202 ECT 203 ECT 204 ECT 210 ECT 212 ECT 223 ECT 224 ECT 226 Q-A 101 Q-C 101 Q-C 102 Q-C 103	TECH MATH FOR ELECT BASIC ECLT CIRCUITS I BASIC ECLT CIRCUITS II INTRO DIGITAL LOGIC INTRO MICROPROC FUND OF ELECTRONICS I FUND OF ELECTRONICS II BASIC ELCTY/ELTRONICS MICROCOMP REPAIR HIGH RELREPAIR TECH CISCO TRAINING CISCO 2 TRAINING CISCO 3 TRAINING CISCO 4 TRAINING CISCO CRT NTWK PROF I CISCO CRT NTWK PROF II INTRO TO MICRO/DIGITAL SOLID STATE DEVICES INTEGRATED CIRCT ELEC MICROCOMP TECH I MICROCOMP TECH II ELEC INSRMT MSRMT ADV MICRO REPAIR TECH COMM SYSTEMS OPTO-ELECTRONICS ADV MICRO/NETWK REP PROC & PROD PLANNING PRIN OF METROLOGY QUAL CONTROL APPL STATISTIC PROC CONTRL
Engineering Support	Any Bachelor's or higher AND two years of experience in engineering technology AND any certificate or license required to do that work OR any Associate's degree AND six years of experience in engineering technology AND any certificate or license required to do that work OR the equivalent.	ENGR 100 ENGR 101 ENGR 103 ENGR 104 ENGR 105 ENGR 130 Q-A 101 Q-C 101 Q-C 102 Q-C 103	INTRO ENGINEERING ENGINEERING DRAWING DESCRIPTIVE GEOMETRY ADV ENGINEER DRAWING GEOM/DIM/TRUE POS TOL ELCTY/ELTRONICS DRAW PROC & PROD PLANNING PRIN OF METROLOGY QUAL CONTROL APPL STATISTIC PROC CONTRL

TECHNOLOGY AND APPLIED ACADEMICS DIVISION

DISCIPLINE	MINIMUM QUALIFICATIONS AT GCC	COURSE NUMBER	COURSE TITLE
Fashion & Related Technologies	Any Bachelor's or higher AND two years of experience in fashion & related technologies AND any certificate or license required to do that work OR any Associate's degree AND six years of experience in fashion related technologies AND any certificate or license required to do that work OR the equivalent.	FASH 100 FASH 102 FASH 103 FASH 104 FASH 110 FASH 111 FASH 112 FASH 123 FASH 124 FASH 126 FASH 168/ (BUSAD 168) FASH 203/ (DRAFT 203) FASH 208 FASH 213 FASH 216	INTRO FASH DESIGN INTRO TO TEXTILES FLAT PATTRN DSGN I FLAT PATTRN DSGN II FASHION INDUSTRY SEW WITH SERGIS APPAREL PRODUCT ANAL FASHION ILLUSTRATION I FASHION ILLUSTRATION II FASHION DESIGN MERCH FASHION MERCH COMPUTER PATTERN MK CULT, PEOPLE & DRESS COMP PATTERN DESIGN COMP GRADING & MARK
Fire Technology	Any Bachelor's or higher AND two years of experience in fire technology AND any certificate or license required to do that work OR any Associate's degree AND six years of experience in fire technology AND any certificate or license required to do that work OR the equivalent.	FIRE 101 FIRE 102 FIRE 103 FIRE 104 FIRE 105 FIRE 107 FIRE 108 FIRE 109 FIRE 110 FIRE 111 FIRE 112 FIRE 114 FIRE 115 FIRE 130 FIRE 131 FIRE 150 FIRE 151 FIRE 152 FIRE 154 FIRE 155 FIRE 156 FIRE 157	INTRO FIRE PRO & SUP FIRE BEHAV & COMBUST FIRE PREVENTION FIRE FTG TAC & STRAT FIRE EQUIP & SYSTEMS FIRE HYDRAULICS FIRE APP & EQUIPMENT RESCUE PRACTICES FIRE CO ORG/PROC FIRE INVESTIGATION WILDLAND FIRE CONTRL HAZARD MATERIALS BLDG CONST FIRE ACAD SKILL MAINT FIREFTR SKILL ENHANCE FIRE SERVICE TRAIN I FIRE SERVICE TRAIN II FIRE MGMT I FIRE COMMAND 1A FIRE COMMAND 1B FIRE PREV 1A FIRE PREV 1B
Flight Attendant Training	Any Bachelor's or higher AND two years of experience in aviation AND any certificate or license required to do that work OR any associate's degree AND six years of experience in aviation AND any certificate or license required to do that work OR the equivalent.	AT 129 AT 132 AT 134 AT 136 AT 137 AT 151	FLIGHT ATTENDANT I FLIGHT ATTENDANT II AMR AV TRVL HIST & OPS AVIATION PSYCHOLOGY AIRLINE TRVL CAREERS INFLIGHT TRAVEL SFTY
Graphic Arts	Any Bachelor's or higher AND two years of experience in graphic arts AND any certificate or license required to do that work OR any Associate's degree AND six years of experience in graphic arts AND any certificate or license required to do that work OR the equivalent.	ARCH 105	PERSPECTIVE GRAPHICS
Industrial Technology	Any Bachelor's or higher AND two years of experience in industrial technology AND any certificate or license required to do that work OR any Associate's degree AND six years of experience in industrial technology AND any certificate or license required to do that work OR the equivalent.	TEC ED 140 TEC ED 142 TEC ED 143 TEC ED 145 TEC ED 147	FUND OF ENGINEER DOC TECH MATH I TECH MATH II APPLIED PHYSICS SURVEY OF ROBOTICS

TECHNOLOGY AND APPLIED ACADEMICS DIVISION

DISCIPLINE	MINIMUM QUALIFICATIONS AT GCC	COURSE NUMBER	COURSE TITLE
Manufacturing Technology	Any Bachelor's or higher AND two years of experience in manufacturing technology AND any certificate or license required to do that work OR any Associate's degree AND six years of experience in manufacturing technology AND any certificate or license required to do that work OR the equivalent.	CIM 101 CIM 102 CIM 201 MAT P 146 Q-A 101 Q-C 101 Q-C 102 Q-C 103	ROBOTICS TECHNOLOGY AUTO & PROD CONTROL CIM SYSTEM CONCEPTS MATERIALS & PROCESS PROC & PROD PLANNING PRIN OF METROLOGY QUAL CONTROL APPL STATISTIC PROC CONTR
Machine Tool Technology	Any Bachelor's or higher AND two years of experience in machine tool technology AND any certificate or license required to do that work OR any Associate's degree AND six years of experience in machine tool technology AND any certificate or license required to do that work OR the equivalent.	MACH 101 MACH 102 MACH 103 MACH 104 MACH 107 MACH 108 MACH 109 MACH 110 MACH 111 MACH 112 MACH 113 MACH 114 CAM 210 CAM 220 CAM 230 CAM 231 CAM 240	MACHINE TECH I MACHINE TECH II MACHINE TECH III MACHINE TECH IV MACHINE PRACTICE I MACHINE PRACTICE II PRIN OF TOOL ENG PRIN NUMER CONTRL I PRIN NUMER CONTRL II MACHINE PRACTICE III INT LATHE PROCESS INT VERT MILL PROCESS CAM BASIC MILLING CAM BASIC LATHE CAM BASIC MILL PRAC INT MILL LAB CAM BASIC LATHE PRAC
Media Production (Course topic includes filmmaking/video/radio/TV)	Any Bachelor's or higher AND two years of experience in Media Production AND any certificate or license required to do that work OR any Associate's degree AND six years of experience in Media Production AND any certificate or license required to do that work OR the equivalent.	EDMED 103	MEDIA EQUIP OP & TECH
Mining/Metallurgy (Course topic includes oil field operations)	Any Bachelor's or higher AND two years of experience in mining metallurgy AND any certificate or license required to do that work OR any associate's degree AND six years of experience in mining/metallurgy AND any certificate or license required to do that work OR the equivalent.	MET 150	PRIN OF METALLURGY
Nutritional Science/ Dietetics	Master's in nutrition, dietetics, dietetics and food administration OR Bachelor's in any of the above AND Master's in chemistry, public health, or family and consumer studies/home economics OR the equivalent. (Note: A Bachelor's in nutrition, dietetics, or dietetics and food administration, and certification as a registered dietitian, is an alternative qualification for this discipline, pursuant to Title 5 Section 53410.1.)	CUL ART 118 CUL ART 125 CUL ART 128/ (PE 128 & HEALTH 128) CUL ART 141 CUL ART 142	DIETARY HEALTH CARE ELEMENTS OF NUTRITION NUTRN & PHYS FITNESS NUTRN & WEIGHT CNTRL NUTRN CONTROVERSIES
Welding	Any Bachelor's or higher AND two years of experience in welding AND any certificate or license required to do that work OR any Associate's degree AND six years of experience in welding AND any certificate or license required to do that work OR the equivalent.	WELD 117 WELD 118 WELD 121 WELD 122 WELD 123 WELD 124 WELD 125 WELD 126	INTRO WELDING GENERAL WELDING OCC WELDING I OCC WELDING II OCC WELDING III OCC WELDING IV ADV WELD PROCEDURES OCC WELD CERT WKSHP

VISUAL AND PERFORMING ARTS DIVISION

DISCIPLINE	MINIMUM QUALIFICATIONS AT GCC	COURSE NUMBER	COURSE TITLE
Art	<p>Master's in fine arts, art or art history OR Bachelor's in any of the above AND Master's in humanities OR the equivalent.</p> <p>(NOTE: Master's in fine arts as used here refers to any Master's degree in the subject matter of fine arts which is defined to include visual studio arts such as drawing, painting art and also art education and art therapy. It does not refer to the "Master of Fine Arts (MFA)" degree when that degree is based on specialization in performing arts or dance, film video, photography, creative writing or other non-plastic arts.)</p>	ART 101 ART 102 ART 103 ART 104 ART 105 ART 106 ART 107 ART 108 ART 109 ART 110/ (MUSIC 110) ART 112 ART 113 ART 116 ART 118 ART 120 ART 121 ART 124 ART 125 ART 130 ART 131 ART 132 ART 134 ART 135 ART 136 ART 137 ART 138 ART 140 ART 141/ (ARCH 141) ART 144 ART 146 ART 150 ART 151 ART 152 ART 153 ART 154 ART 155 ART 156 ART 157 ART 158 ART 160 ART 161 ART 162 ART 163 ART 164 ART 165 ART 170 ART 171 ART 172 ART 173 ART 174 ART 175 ART 177 ART 178 ART 180 ART 181 ART 186 ART 187 ART 188 ART 189 ART 190 ART 191 ART 192 ART 193	SURVEY ART HISTORY I SURVEY ART HISTORY II ANCIENT ART GREEK & ROMAN ART MEDIEVAL ART RENAISSANCE/BAROQUE MODERN ART EASTERN ART I EASTERN ART II ART/MUSIC APPRECIATN PRECOLUMBIAN ART ART OF AMER 1600-NOW PRIMITIVE ART WOMEN IN VISUAL ARTS HIST ARCHITECTURE I HIST ARCHITECTURE II SO CAL ART MUSEUMS HIST MOTION PICTURES DESIGN I DESIGN II TYPOGRAPHY I GRAPHIC DESIGN I GRAPHIC DESIGN II GRAPHIC DESIGN III GRAPHIC DESIGN IV THREE D DESIGN PASTE-UP & LAYOUT INTERIOR DESIGN COLOR THEORY & APP VISUAL LITERACY DRAWING I DRAWING II LIFE DRAWING I LIFE DRAWING II ADV LIFE DRAWING I ADV LIFE DRAWING II ILLUSTRATION I PORTFOLIO PREP LIFE DRAWING LAB PAINTING I PAINTING II ADV PAINTING I ADV PAINTING II WATER COLOR I WATER COLOR II PRINTMAKING I PRINTMAKING II LITHOGRAPHY I LITHOGRAPHY II SILK SCREEN PRINT I SILK SCREEN PRINT II AIR BRUSH I AIR BRUSH II SCULPTURE I SCULPTURE II CERAMICS I CERAMICS II ADV CERAM I ADV CERAM II CERAMIC HANDBUILDING ADV CERAMIC HANDBLDG EARTHENWARE

		ART 195	RAKU GLAZE CALCULATION
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VISUAL AND PERFORMING ARTS DIVISION

DISCIPLINE	MINIMUM QUALIFICATIONS AT GCC	COURSE NUMBER	COURSE TITLE
Art	<p>Master's in fine arts, art or art history OR Bachelor's in any of the above AND Master's in humanities OR the equivalent.</p> <p>(NOTE: Master's in fine arts as used here refers to any Master's degree in the subject matter of fine arts which is defined to include visual studio arts such as drawing, painting art and also art education and art therapy. It does not refer to the "Master of Fine Arts (MFA)" degree when that degree is based on specialization in performing arts or dance, film video, photography, creative writing or other non-plastic arts.)</p>	ART 198 ART 199 ART 201 ART 205 ART 206 ART 210 ART 218/ (CS/IS 218 & TEL 218) ART 220 ART 230 ART 231 ART 232 ART 233 ART 250/ (PHOTO 250) ART 255/ (PHOTO 255) ART 282 ART 283 ART 284 ART 285	HIST WORLD CERAMICS HISTORY OF PHOTO DRAWING ANIMATION FUND ANIMATION I FUND ANIMATION II ANIM STORYBOARDS INTERACTIVE MULTMED II 2D DIGITAL ANIMATION INTRO 3D DIG ANIM/ MOD 3 DIM ANIM I 3 DIM ANIM II 3 DIM ANIM III DESIGN WEB GRAPH INTERACTIVE WEB ANIM METH & MAT SCULPTOR FIGURE MODELING MOLD MAKING SCULPTR SCULPTURE LAB
Dance	<p>Minimum qualification in dance (below) PLUS one of the following: Two years community college level (or higher) teaching experience in dance OR two years professional performance.</p> <p>The GCC qualifications (listed above) for this discipline are higher than the state minimum qualifications which are: Master's in dance, physical education with dance emphasis or theater with dance emphasis OR Bachelor's in any of the above and Master's in physical education, any life science, physiology, theater arts, kinesiology, humanities, performing arts or music OR the equivalent.</p>	DANCE 101 DANCE 105/ (PE 105) DANCE 110 DANCE 111 DANCE 112 DANCE 113 DANCE 115 DANCE 116 DANCE 120 DANCE 121 DANCE 122 DANCE 123 DANCE 125 DANCE 130 DANCE 131 DANCE 132 DANCE 134 DANCE 135 DANCE 136 DANCE 140 DANCE 141 DANCE 145 DANCE 158/ (CHLDV 158) DANCE 160 DANCE 164/ (PE 164) DANCE 171 DANCE 194/ (PE 194)	INTRO DANCE STEP AEROBICS BALLET TECH I BALLET TECH II BALLET WKSHP: HISTORY BALLET WKSHP: REPER MODERN DANCE TECH I MODERN DANCE TECH I JAZZ TECH I JAZZ TECH II JAZZ WKSHP: VIDEO JAZZ WKSHP: REPER TAP DANCE CHOREOGRAPHY ARTIST IN RES-SERIES ARTIST IN RES DANCE PROD WRKSHP DANCE PROD REPERT DANCE PROD CHOREO MVMT FOR THEATER I MVMT FOR THEATER II MVMT FOR MUSICAL MVMT DEV BIRTH -12 INTL WORKSHOP RHYTHM AEROBICS CHOREO TECHNIQUES STRUC DYNA STRETCH

VISUAL AND PERFORMING ARTS DIVISION

DISCIPLINE	MINIMUM QUALIFICATIONS AT GCC	COURSE NUMBER	COURSE TITLE
Drama/Theater Arts	Master's in drama/theater arts/performance OR Bachelor's in drama/theater arts/performance AND Master's in comparative literature, English, speech, literature, or humanities OR the equivalent	T ART 101 T ART 102 T ART 103 T ART 104 T ART 105 T ART 106 T ART 107 T ART 108 T ART 109 T ART 110 T ART 121 T ART 122 T ART 123 T ART 129 T ART 130 T ART 131 T ART 133 T ART 134 T ART 140 T ART 151/ (BUSAD 151)	INTRO THEATRE THEATRE HISTORY FUND OF ACTING I FUND OF ACTING II THEATRE ARTS WKSHP INTRO THEAT DIRECTING DRAMA HERITAGE INTRO ACTING STAGE MAKE-UP I STAGE MAKE-UP II STAGE SCENE DESIGN I STAGE SCENE DESIGN II STAGE COSTUME DESIGN BACKSTAGE PERF/LAB PERF ART TECH SUPPRT TECHNICAL STAGE ART OF LIGHTING DESIGN STAGE LIGHTING I CAMERA PERFORMANCE THEATRE MGMT
Film Studies	Master's degree in film, drama/theater arts, or mass communication OR Bachelor's degree in any of the above AND Master's degree in media studies, English, or communication OR the equivalent.	ART 125	HIST MOTION PICTURES
Mass Communication	Master's in radio, television, film, mass communication, communication, or journalism OR Bachelor's in any of the above AND Master's in drama/theater arts, communication speech communication, business, telecommunications or English OR the equivalent.	MEDIA 101 MEDIA 102 MEDIA 104 MEDIA 107 MEDIA 111/ (CS/IS 111) MEDIA 202 MEDIA 207 MEDIA 218/ (ART 218 & CS/IS 218)	VIDEO PROD I VIDEO PROD II VIDEO PROD PRAC AUDIO PROD INTERACT MULTIMEDIA I VID STREAM & DVD PROD INTERNET RADIO WBCST INTERACT MULTIMEDIA II
Music (Continues on next page)	Master's in music, OR Bachelor's in music AND a Master's in humanities, or the equivalent, together with verifiable experience at an accredited academic institution teaching one of the following: class piano, music fundamentals, music appreciation, or courses with similar content. Candidates whose only experience is as a teaching assistant will not be considered. The GCC minimum qualifications in music are higher than the state minimum qualifications, which are Master's in music OR Bachelor's in music AND Master's in humanities OR the equivalent.	MUSIC 101 MUSIC 102 MUSIC 103 MUSIC 104 MUSIC 105 MUSIC 107 MUSIC 108 MUSIC 110/ (ART 110) MUSIC 113 MUSIC 120 MUSIC 121 MUSIC 125 MUSIC 126 MUSIC 127 MUSIC 128 MUSIC 129 MUSIC 135 MUSIC 136 MUSIC 137 MUSIC 140 MUSIC 141 MUSIC 143 MUSIC 144 MUSIC 145	MUSIC FUND FUND FOR MUS MAJORS KEYBOARD HARMONY MUSICIANSHIP I MUSICIANSHIP II HARMONY I HARMONY II MUSIC/ART APPREC KEYBOARD HARMONY II MUSIC APPRECIATION HISTORY OF ROCK MUSIC MUSIC HIST/LIT I MUSIC HIST/LIT II WORLD MUSIC MUSIC OF AMERICA COMMERCIAL VOICE VOICE TRAINING I VOICE TRAINING II VOICE TRAINING III APPLIED MUSIC CONCERT BAND JAZZ BAND WOODWIND ENSEMBLE BRASS ENSEMBLE

		MUSIC 146 MUSIC 147	COMM ORCH 1725-1850 COMM ORCH 1825-1950
<u>VISUAL AND PERFORMING ARTS DIVISION</u>			
DISCIPLINE	MINIMUM QUALIFICATIONS AT GCC	COURSE NUMBER	COURSE TITLE
Music	<p>Master's in music, OR Bachelor's in music AND a Master's in humanities, or the equivalent, together with verifiable experience at an accredited academic institution teaching one of the following: class piano, music fundamentals, music appreciation, or courses with similar content. Candidates whose only experience is as a teaching assistant will not be considered.</p> <p>The GCC minimum qualifications in music are higher than the state minimum qualifications, which are Master's in music OR Bachelor's in music AND Master's in humanities OR the equivalent.</p>	MUSIC 148 MUSIC 152 MUSIC 156 MUSIC 157 MUSIC 158 MUSIC 159 MUSIC 160 MUSIC 161 MUSIC 162 MUSIC 163 MUSIC 170 MUSIC 171 MUSIC 175 MUSIC 176 MUSIC 230 MUSIC 231 MUSIC 232 MUSIC 233 MUSIC 234 MUSIC 235 MUSIC 236 MUSIC 237 MUSIC 238 MUSIC 239 MUSIC 240	CHAMBER MUSIC STRING ENSEMBLE CLASSICAL GUITAR I CLASSICAL GUITAR II CLASSICAL GUITAR III CLASS GUITAR ENSEMBLE PIANO I PIANO II PIANO III PIANO WORKSHOP MUSIC THEATRE WKSHP COMMERCIAL MUSIC SYNTHESIZER POPULAR SONG WRITING CHORUS COLLEGE CHOIR CHAMB CHOR-WINTER CHAMB CHOR-FESTIVAL CONCERT SING-MADRIG CONCERT SING-MASTWK VOC ENSEM-HOL REVW VOC ENSEM-JAZZ SHOW CHORALOGRAPHY TOUR CHOIR CONCERT SING-HOL CON
Photography	<p>Master's in photography, fine arts or art OR Bachelor's in any of the above AND Master's in art history or humanities.</p>	PHOTO 101 PHOTO 102 PHOTO 103 PHOTO 104 PHOTO 105 PHOTO 107 PHOTO 108 PHOTO 109 PHOTO 110 PHOTO 112 PHOTO 114 PHOTO 116 PHOTO 119 PHOTO 121 PHOTO 122 PHOTO 123 PHOTO 250/ (ART 250) PHOTO 255/ (ART 255) ART 199	INTRO PHOTO B/W DARKROOM LAB INT PHOTO COLOR DARKROOM ADV PHOTO SPEC PHOTO PROJECTS PHOTO COMM COLOR PHOTO COLOR SLIDE PHOTO STUDIO LIGHTING VIEW CAMERA COLOR PHOTO I PHOTO COMP LAB PHOTOSHOP I PHOTOSHOP II WEB PAGE DESIGN DESIGN WEB GRAPH INTERACTIVE WEB ANIM HISTORY OF PHOTO
Special Education	<p>Master's in physical education, education with an emphasis in physical education, kinesiology, physiology of exercise, or adaptive physical education OR Bachelor's in any of the above AND Master's in any life science, dance, physiology, health education, recreation administration, or physical therapy OR the equivalent. In addition, fifteen semester units of upper division or graduate study in adapted physical education are required.</p>	DANCE 150	PHYS REINTEGRATION

ALL DIVISIONS

DISCIPLINE	MINIMUM QUALIFICATIONS AT GCC	COURSE NUMBER	COURSE TITLE
All	Same as the minimum qualification located on this discipline list for the applicable discipline(s).	COOP ED 101 COOP ED 102 COLL 150 INS 149 INTL FS 148 INT 150 NATFLD ST 148 SP PR 150	GEN WORK EXP OCC WORK EXP COLLOQUIA INDEPENDENT STUDY INTL FIELD STUDY INTERNSHIP NATIONAL FIELD STUDY SPECIAL PROJECTS