



MENDOCINO COLLEGE

CURRICULUM COMMITTEE ORGANIZATION & PROCEDURES HANDBOOK

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CURRICULUM COMMITTEE

ORGANIZATION & PROCEDURES HANDBOOK

I. ORGANIZATION

A. STATEMENT OF PURPOSE

The Committee shall be responsible for studying and reviewing recommendations in the general area of curriculum proposals and procedures. Specifically, the Committee is charged with recommending action on:

1. Proposed credit and non-credit courses (including distance education courses); revised requirements for curriculum majors, certificates of achievement, and associate degrees.
2. Changes in titles, topics, prefix, number, units, hours, prerequisites, co-requisites, grading, course descriptions, course deletions, course reactivation, repeatability, and course auditing.
3. Proposed educational programs.
4. Programs which have undergone a review process.
5. Program deletions.
6. Credit/No Credit procedures.
7. Audit List.
8. Credit by Exam.
9. Grading policies.
10. Institutional and general education requirements.
11. Standards for course requisites or other issues related to student preparation and success.
12. Pre-collegiate level basic skill courses.
13. Factors used to determine "critical thinking" and "college level" courses.
14. Local approval of Stand Alone courses (Expires 2013).

B. MEMBERSHIP

In accordance with Title 5, Section 55002a (l) the college curriculum committee has been established by the mutual agreement of the college administration and the Academic Senate. Curriculum Committee membership shall reflect a balanced representation across disciplines, whenever possible.

Non-voting members of the committee serve as *resources* for the voting members. They are responsible for providing information regarding their area of expertise (such as: enrollment procedures, degree requirements, grading policies, finances, feasibility, effects of action on the Centers) and for communicating committee action to their constituent groups in a regular and timely manner.

Committee members cannot be represented by a substitute. Voting members must be in attendance to cast a vote (proxy voting is not allowed).

Committee membership is as follows:

1. Voting Members (9):
 - a. Full-time Faculty Chair appointed by Academic Senate
 - b. Full-time Faculty (5) approved by Academic Senate
 - c. Part-time Faculty (1) approved by the Mendocino Part-Time Faculty Association
 - d. Student (1) appointed by Associated Student Body
 - e. Vice President of Education and Student Services - Vice Chair
2. Non-Voting (5):
 - a. Dean of Instruction (Ukiah)

- b. Dean of Instruction (Lake & Willits Centers)
- c. Dean of Students Services, Outreach and Retention
- d. Director of Admissions and Records
- e. Articulation Specialist

C. TERMS OF OFFICE

1. Permanent membership shall be held by the Vice President of Education and Student Services, Dean of Students, Dean of Instruction (Ukiah), Dean of Instruction (Lake & Willits Centers), Director of Admissions & Records, and the Articulation Officer.
2. Full-time faculty shall serve for a period of two years. Terms shall be staggered so that at least two-faculty are eligible for reappointment each year. The Academic Senate shall appoint the Faculty Chair.
3. Part-time faculty representative shall serve a one-year term with the option of being reappointed for a subsequent term by the MPFA President.
4. Student representative shall serve a one-year term with the option of being reappointed for a second term.

D. FACULTY CHAIR SELECTION

(adopted by CC on 10/5/99, revised 8/29/03, revised 5/12/06, revised 5/20/09)

1. Process:
 - a. Chair prepares a list of eligible faculty members.
 - b. In consultation with the committee members, the Chair will make a recommendation to the Academic Senate for approval.
 - c. In the event there is no member eligible based on adopted criteria, the Academic Senate will consult with the Vice Chair and at least one past Faculty Chair for the appointment of a Chair.
 - d. Chair will serve a two-year term with no term limitation.
 - e. Chair appointment by the Academic Senate will take place in April, or no later than May for the ensuing year.
2. Criteria:
 - a. A tenured full-time faculty member who has previous service of at least two (2) terms on the Curriculum Committee.
 - b. Experience as primary faculty member in the development of at least three (3) course proposals to Curriculum Committee during the last five years; and experience in the development of the departmental Program Review reports for at least two of the last five years.
 - c. Familiarity with Institutional Requirements for graduation, General Education requirements, pre- and co-requisites and related college regulations and procedures.
 - d. Familiarity with parliamentary procedures (Robert's Rules of Order).

E. MEMBERSHIP SELECTION PROCESSES

1. Full-time Faculty:
 - a. The Academic Senate requests volunteers for Curriculum Committee replacements. Names of faculty members are forwarded by the Academic Senate to the Curriculum Committee Chair.
 - b. The Chair, in consultation with faculty members on the Curriculum Committee, will formulate a list of recommended replacements to be forwarded to the Academic Senate for approval and final appointment.
 - c. Appointments by the Academic Senate will take place in April, or no later than May for the ensuing year.
2. Part-time Faculty:
 - a. The Mendocino Part time Faculty Association President requests volunteers for Curriculum

Committee replacements. Names of part-time faculty members are forwarded by the MPFA to the Curriculum Committee Chair.

- b. The Chair in consultation with faculty members on the Curriculum Committee will formulate a list of recommended replacements to be forwarded to the MPFA for approval and final appointment.
 - c. When ever possible appointments by the MFPA will take place in April, or no later than May for the ensuing year.
 - d. Part-time faculty members must be concurrently teaching a minimum of 3 units during each semester to be eligible to serve on the committee. If their teaching load drops below 3 units, at any time during their service they may no longer sit on the committee and must be replaced.
3. Student:
 - a. The Associated Student Body in consultation with the Advisor will select one of its officers to service on the committee.
 - b. Appointment of the student representative shall take place as early in the Fall semester as possible.
 4. Non-voting:
 - a. Non-voting members serve by virtue of their position (see I.B.2.)

F. MEETINGS

1. Regular meetings will be held according to a schedule approved no later than May for the ensuing year. However, additional meetings may be held more often on an as needed basis. Special meetings may be called by the Chairs.
2. Minutes of all meetings shall be kept.
3. A quorum of five (5) voting members must be present for business to be conducted.
4. There shall be nine (9) regular voting members. All action items by the Committee shall require a vote of the membership. Proxy voting is not allowed.
5. A simple majority vote is needed for approval.
6. The presiding Chair shall only vote to make or break a tie.

G. SUBCOMMITTEES

1. Subcommittees may be appointed by the Chair to make recommendations on assigned items. The Curriculum Committee shall determine the composition of the subcommittee, which may include non-committee members, if appropriate. The Curriculum Committee shall select the chair.
2. All recommendations of the subcommittees will be presented in writing to the entire Curriculum Committee for review, revision, recommendation, or vote.

H. MISCELLANEOUS

1. Agendas
 - a. The Chair will prepare the agenda and will determine which items are to be placed on a Consent Agenda.
 - b. The agenda and backup materials will be distributed to members of the Committee and each of the Centers at least two days prior to the scheduled meeting.
 - c. The agenda without backup materials will be posted on the Curriculum Committee Web Site (<http://www.mendocino.edu/cmullis/Templates/curric.html>) when they are distributed to committee members.
 - d. Agenda items, with completed supportive materials, are due to the Executive Assistant - Education and Student Services per the adopted Curriculum Committee calendar.
 - e. Agenda items submitted after the deadline will be placed on a subsequent meeting agenda.
2. Minutes
 - a. The Executive Assistant - Education of Student Services will take minutes of the Committee

- meetings.
 - b. Approved (and *corrected*, if applicable) minutes will be posted on the Curriculum Committee Web Site (<http://www.mendocino.edu/cmullis/Templates/curric.html>).
3. Orientation
- a. Chair responsible for orienting new members.
 - b. The *Curriculum Committee Organization and Procedures Handbook* and the *Curriculum Standards Handbook for California Community Colleges* will be used as orientation materials for committee members.

II. GENERAL GUIDELINES FOR CURRICULUM PROPOSALS

A. GENERAL INFORMATION

1. Proposals for changes in curriculum may come from any source, but must be sponsored by a full-time faculty member in the discipline, or in a related discipline if there is no full time member in the discipline, or a full time faculty member of the Curriculum Committee. The faculty sponsor will include a recommendation for action.
2. The initiator of any curriculum proposal shall attend all meetings when their proposal is reviewed by the Curriculum Committee. If there are extenuating circumstances when a faculty member cannot attend a meeting, it is the faculty member's responsibility to make arrangements for another faculty member or designee to represent the proposal in his/her absence (CC 3/1/02; 5/14/04).
3. Courses must meet academic standards as set forth in Title 5, Sections 55002 and 55805.5 which establishes criteria for degree credit courses, non-degree credit courses, and non-credit courses. See Appendices B and C for Associate and Baccalaureate Degree guidelines.
4. Degree credit courses appropriate to the Associate Degree shall permit only courses that conform to Title 5, Section 55002(a) and that fall into the following categories:
 - a. All lower division courses accepted toward the baccalaureate degree by CSU or UC 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 (c) and (d) above (Title 5, Section 55805.5).
5. Standards for approval of degree credit courses:
 - a. Requires critical thinking
 - b. Coursework is Associate Degree level
 - c. Requires independent homework
 - d. Presupposes college level communication, computation, learning skills and vocabulary
 - e. Requires written essays where appropriate
6. Curriculum proposals must be submitted electronically on forms provided on the Curriculum Committee Web Site: (<http://www.mendocino.edu/cmullis/Templates/curric.html>).

All information must be completed with appropriate signatures and in accordance with published timelines prior to being reviewed by the Curriculum Committee.

B. COURSE PROPOSALS

1. **NEW COURSE** proposals require a minimum of two readings. The first reading is for

information and discussion purposes only. Recommendations for substantive revisions made by the Committee at the first reading may result in the second reading being postponed. The Committee normally acts upon the proposal after the second reading. A new course or existing course nominated for general education must meet the general education-breadth requirements for the general education pattern, e.g., Associate Degree, CSU or IGETC.

a. Required Information:

- 1) New Course Proposal Form (Associate Degree Credit Course Proposal, Form No. 200 or Non-Associate Degree Course Proposal, Form No. 100).
- 2) Course Outline (Associate Degree Credit Course Outline, Form No. 201 or Non-Associate Degree Course Outline, Form No. 101) following the course outline instruction sheet. All sections must be completed.
- 3) Other forms, if applicable, such as the Distance Education Committee's recommendation form (see section II.3.C)
- 4) Copies of catalog pages to support course transferability to CSU and/or UC systems, if appropriate.

2. COURSE MODIFICATIONS are changes to the outline that require committee review and normally require only one reading. All course modification proposals shall include rationale for the change. The Chair will make the determination if a course modification shall be placed on the regular agenda (Substantive changes) or if it can be placed on a Consent Agenda (Minor Changes). Any item on a Consent Agenda may be pulled by any committee member for any reason to allow for discussion and/or a full committee review.

a. Substantive vs. Minor Changes

- 1) Substantive changes require a complete analysis of the entire course outline of record by the Curriculum Committee and include the following:
 - major change in the Catalog Description, Objectives, Topics and Scope
 - changes in units and/or hours
 - number of repetitions
 - grading (letter grade vs. pass/no pass status)
 - prerequisites, corequisites, recommended preparation
 - add/drop from an Associate Degree or Certificate program
- 2) Minor changes to the course outline of record may be placed on a Consent Agenda for action. However, minor course modifications still require a full review of the course outline of record by the Curriculum Committee. Curriculum Committee members read the revised outline and rationale for the modification thoroughly. Minor changes include the following:
 - minor change in the Catalog Description, Objectives, Topics and Scope
 - minor change in course title
 - minor changes to the Methods of Instruction, Assignments, Method of Evaluation (as long as these changes remain consistent with and enable the student to meet the stated Objectives and cover the Topics and Scope fully)
 - change in course number (after Articulation Specialist review, if applicable)
 - inactivations

b. Required Information

- 1) Any substantive or minor changes (see II.B.2) require submission of the following:
 - Course Modification/Deletion Proposal form (Form No. 400).
 - Revised Course Outline (Associate Degree Credit Course Outline, Form No. 201 or Non-Associate Degree Course Outline, Form No. 101).
 - Copies of catalog pages to support course transferability to CSU and/or UC systems, if appropriate.
 - Distance Education Committee's Recommendation Form (see section II.3.C), if

applicable.

- Prerequisite review
- 2) The Chair, with the assistance of the Vice Chair and Executive Assistant, will identify each course with a pre- and/or co-requisite by the end of August that has not been modified in the past six years each year to determine which need to have the requisite reviewed. For example: By the end of August 2005, a list of all courses with pre- and/or co- requisites that have not been modified since Fall 1999 will be developed and the responsible faculty will be informed they must review the requisites prior to the Catalog submission deadline.
- 3)
- c. Inactivations
 - 1) The Chair, with the assistance of the Vice Chair and Executive Assistant will identify, by the end of August each year, the courses that have not been taught recently (typically within the last three years). The Vice Chair will contact the faculty members in the discipline and/or related discipline to determine if they need to be inactivated (or modified to they can be offered).
- d. **REACTIVATED COURSES** generally are considered new and will *follow the procedures for a new course*. No substantive changes can be modifications. Cannot use to reassign course number.

C. TYPES OF COURSES

1. **CROSS-LISTED COURSES** are two separate courses that need separate Curriculum Committee approvals and are listed in the catalog and class schedule by discipline.
 - a. Both course outlines must be presented concurrently for Curriculum Committee approval.
 - b. Each course will have a separate outline with the same content.
 - c. If the courses are recommended to meet general education requirements, *both* must meet the criteria.
 - d. If a new course is proposed to be cross listed with an existing course, the existing course should be presented as a course modification.
 - e. All other Curriculum Committee procedures will be followed accordingly.
2. **DISTANCE EDUCATION COURSES** require separate course approval. Each proposed or existing course if delivered by distance education, shall be reviewed and approved for specified distance education delivery (e.g., Online, TV/Videotape, Audiotape, Travel, Videoconferencing) according to the district's course approval procedures. Title 5, Section 55378.
 - a. Approval Process
 - b. Delivery methods include:
 - 1) Online: Typically, the content is presented through web pages and class discussions occur through a combination of email, listservs, and discussion boards. Students submit coursework electronically. (Mode of Instruction Coding 72, effective Summer 2002).
 - 2) TV/Videotape: Content is a combination of videotaped material (often available through cable TV) and texts. As a rule, classes hold 3 to 4 meetings during the semester (MOI Coding 63).
 - 3) Audiotape: Resemble the second category (b) except that the additional content is delivered by audiotapes rather than videotapes (MOI Coding 62).
 - 4) Travel: May have one or more field trips and delivers content primarily through texts, CD-ROMs, etc. (MOI Coding 61)
 - 5) Videoconferencing: Some or all of the students communicate with the instructor via

two-way interactive television at set class times. This method is used to combine classes on the main campus with students at the centers (MOI Coding 10 main campus; Coding 51 off-campus).

- c. Required Information, in addition to the appropriate proposal form for new courses or course modification and course outline:
 - 1) Distance Education Committee Recommendation Form.

3. EXPERIMENTAL COURSES (48s, 98s and 198s)

(Formerly "Special Topics", revised January 21, 2005 *effective January 31, 2005*)

- a. Experimental courses are designed to provide students with special skills/technology or an opportunity to explore emerging topics on an experimental basis. Experimental courses are not accepted to meet general education or program major requirements for associate degrees or certificates.
- b. Curriculum Committee approval is required prior to the course being taught. A minimum of one reading is required. Recommendations for substantive revisions made by the Committee may result in postponement of action by the committee.
- c. For inclusion of Experimental courses in the printed class schedule, specified deadline dates are provided for in the Curriculum Committee calendar.
- d. An Experimental course may be offered a maximum of two semesters. The Instruction Office will initiate the process to delete the course after it has been offered two times, whether or not the course was actually taught.
- e. An Experimental course at the #198 level will require review by the Articulation Specialist for transferability.
- f. No more than six (6) units of #98 or #198–courses may be counted as elective credit towards an Associate Degree.
- g. An Experimental course proposed as a permanent course is considered a new course thus requiring a minimum of two readings. However, if there are no substantial changes, the Chair may decide to allow approval in one reading.
- h.

4. INDEPENDENT STUDY COURSES (199s)

- a. Independent Study courses are intended for "one-on-one or small group instruction, research, or activities beyond the scope of currently offered courses" (*Good Practices for Course Approval Processes*, ASCCC, 1998).
- b. "Currently Offered Courses" are those reviewed and approved through the Curriculum Committee and the governing board.
- c. They must meet Title V regulations, Board Policies and practices regarding standards instructor-student contact, Carnegie unit, reporting of grades etc.
- d. The student and faculty member must agree to the guidelines outlined on the *Independent Studies Proposal* and it must be submitted to the appropriate Dean, Director of Admissions and Records and Vice President of Education and Student Services for approval. The proposal form may be obtained from the Instruction Office.
- e. Typically, Independent Study Courses are not published in the Catalog. Only when faculty plan to use Independent Study courses often, within their discipline, should a generic course description be developed, reviewed and approved by the Curriculum Committee and published in the Catalog.
- f. These courses may be used for elective credit for the Associate Degree and are transferable to the CSU.
- g. Required Information:

- 1) Independent Studies Proposal (available from the Instruction Office) submitted to the appropriate Dean, Director of Admissions and Records and Vice President of Education and Student Services for approval.

5. MODULE COURSES –

- a. No module can be taken for more than four enrollments; total units from module enrollments may not exceed the total units of the enrollments in the umbrella (full) course. Example: ART 170 may be taken 4 enrollments - 12 units; ART 170.1 may be taken for four enrollments - 6 units; ART 170.2 may be taken for four enrollments - 6 units. (CC 11/26/96)

6. SPECIAL TOPIC COURSES (18s, 88s and 188s)

(Formerly “Topics Course”, revised January 21, 2005 *effective January 31, 2005*)

- a. Special Topic courses are those with consistent pedagogy described in the Course Outline of Record, but has a *focus area* that changes from term to term. The goals and structure of the course must remain consistent. The outcomes/objectives, assignments, methods of instruction, evaluation must be specified and consistently adhered to.
- b. A Special Topic course proposed as a permanent course is considered a new course thus requiring a minimum of two readings. Recommendations for substantive revisions made by the Committee may result in postponement of action by the committee.
- c. A change in *focus area* requires one reading, typically on consent agenda. d. A Special Topic course, at the transfer level (#188), will require review by the Articulation Officer for transferability.
- e. The *focus area* and reading list for each iteration of the course will be filed with the master Course Outline of Record in the Instruction Office.
- f. Each iteration of the course will be listed in the Class Schedule with a different decimal number (e.g., 188.1) and a notation identifying the specific *focus area* that will be studied to distinguish it from other courses. For inclusion of Special Topic courses in the printed Class Schedule, specified deadline dates are provided for in the Curriculum Committee Calendar.
- g. The Catalog listing will be limited to just the number designation (e.g., HST 188) with a notation that the *focus area* will be different each time the course is offered and to check the current class schedule for the specific focus area.
- h. No more than nine (9) units of #88 or #188 courses may be counted as elective credit towards an Associate Degree.

D. PROGRAM PROPOSALS

1. **NEW PROGRAM** (Associate Degree, Certificate of Achievement) (**Prior to submission to the Curriculum Committee, New Programs must first be reviewed and recommended by EAP (Educational Action Plan Committee) according to the *Program Management Guidelines approved by IMPSC, May 2005.***) Proposals require a minimum of two readings.

The first reading is for information and discussion purposes only. Any substantive changes made by the Committee at the first reading may result in the second reading being postponed. The Committee normally acts upon the proposal after the second reading. New Programs require approval by the Board of Trustees as well as the state Chancellor's Office. The review time at the Chancellor's Office will not exceed 60 days. Curriculum Committee Web Site: (<http://www.mendocino.edu/cmullis/Templates/curric.html>) has all the necessary forms.

- a. Required Information for New Programs:
 - 1) Application for Approval of a New Education Program form required by the Chancellor's Office.
 - 2) Course outline for each course in the new program.
 - 3) Program listing required courses (catalog format).

- 4) Recommendation from EAP.
2. **PROGRAM MODIFICATIONS** normally require only one reading.
 - a. Required information:
 - 1) Program Modification/Deletion Proposal Form (400)
 - 2) Current course list for the Program
 - 3) Proposed course list for the program
 - 4) Similar Programs at other institutions (CC, CSU, and/or UC) if they will help support the recommendations
3. **PROGRAM DELETIONS** require two readings. Program deletions must first be reviewed and recommended by EAP according to the *Program Management Guidelines*.
 - a. Required information:
 - 1) Program Modification/Deletion Proposal Form (400)
 - 2) Current course list for the Program
 - 3) Recommendation from EAP

III. CURRICULUM DEVELOPMENT PROCESS AND RESPONSIBILITIES

A. INITIATOR

1. Research and coordinate all information.
2. Discuss proposed course with appropriate full time and part time faculty in the discipline and/or related discipline; librarian (for availability of library resources); Vice Chair (for assignment of course number, TOP and SAM codes, stand alone status and other technical information and review of documentation for completeness, accuracy and adherence to Title 5 standards), Articulation Specialist (for transferability).
3. Prepare all documentation adhering to Title 5 standards.
4. Submit documentation to Department for approval and/or adjunct department if appropriate.
5. For a transfer course (courses numbered 100-299) proceed as follows:
 - a. Consult with Articulation Specialist. Articulation Specialist serves as a resource by providing accessibility to college and university catalogs, current agreements, and liaison contacts with university counterparts. In the event a course appears to be baccalaureate level but is offered as an upper division course OR there is not an equivalent course existing at any CSU or UC campus that can be determined through the articulation process, a joint meeting will be held with the course initiator, Articulation Specialist and the Vice Chair of the Curriculum Committee to review the course proposal prior to it being submitted to the Curriculum Committee. (CC 12/11/00)
 - b. Discuss proposed course with counterpart at UC/CSU campus regarding course content (see Section C. Articulation).
 - c. Obtain Articulation Specialist sign-off for transferability of course.
6. Submit a completed electronic version of all required documentation and supportive materials to Executive Assistant - Academic Affairs by the published submission deadlines per the adopted Curriculum Committee calendar:
http://www.mendocino.edu/cmullis/pdf/cur_min/2006_Curriculum_Calendar.xls
7. Attend Curriculum Committee meetings when the proposal is being considered.

B. EXECUTIVE ASSISTANT – EDUCATION AND STUDENT SERVICES

1. Review all submitted documentation for completeness. Return incomplete forms to the initiator for completion.
2. Send electronic versions of all completed curriculum proposals to the Chair, Vice Chair and Articulation Specialist (as appropriate), by the second day after the submission

deadline (e.g., submission deadline is a Thursday, materials are sent by Monday).

3. Prepare a draft agenda, based on submitted proposals for Chair and Vice Chair to review and finalize.
4. Send electronic version of agenda to CC members once approved for distribution by the Chair.
5. Post agendas, approved by the Chair, on the Curriculum Committee web site (<http://www.mendocino.edu/cmullis/Templates/curric.html>).
6. Prepare the agenda packet for duplicating.
7. Maintain all official documentation related to Curriculum Committee actions.
8. Maintain a history of committee membership.
9. Maintain Curriculum database and online Catalog files.
10. Prepare files for Chair's signature.
11. Take minutes at the Committee meetings.
12. Post approved (and *corrected*, if applicable) minutes on the Curriculum Committee Web Site: (<http://www.mendocino.edu/cmullis/Templates/curric.html>).
13. Maintain all official documentation for degree and certificate files.

C. CHAIR

1. Review all submitted documentation
2. The Chair will prepare the agenda and will determine which items are to be placed on a Consent Agenda.
3. The agenda and backup materials will be distributed to members of the Committee and each of the Centers at least two days prior to the scheduled meeting.
4. The agenda without backup materials will be posted on the Curriculum Committee Web Site (<http://www.mendocino.edu/cmullis/Templates/curric.html>) when they are distributed to committee members.
5. Agenda items submitted after the deadline will be placed on a subsequently scheduled meeting agenda.
6. Attend and preside over Curriculum Committee meetings.
7. Submit curriculum along with Curriculum Committee's recommendation to the Vice President of Education and Student Services, Superintendent/President and Board of Trustees.

D. VICE CHAIR

1. Review all submitted documentation.
2. Provide administrative support to the Chair.
3. Attend Curriculum Committee meetings.
4. Serve as Chair of the Committee if the Chair is unable to do so (e.g., illness, conflict of interest).

TECH REVIEW SUBCOMMITTEE

F. CURRICULUM COMMITTEE

1. Review curriculum matters brought before the Committee.
2. Review each new course to see that it meets the standards of Title 5 regulations, and also determine whether the course falls into one of the blanket approval categories for stand-alone courses.
3. In the circumstance where there is not a transferable course to compare to, the Curriculum Committee will review the document contained in the CC Organization & Procedures Handbook entitled "Considerations involved in Determining What Constitutes a Baccalaureate Level Course" in making a determination whether to approve a course for transferability.
4. Recommend further action and coordination as necessary.
5. Recommend curriculum for submission to the Board of Trustees.

G. ARTICULATION OFFICER

To facilitate the transfer of students, colleges and universities develop and maintain documents called course articulation agreements. Articulation literally means "to express clearly" or "to join together." It is used in this context to refer to general education agreements, major preparation agreements, course-by-course agreements, and transferable course agreements. Articulation agreements are vital to the transferring student, especially from the community colleges, so that adequate preparation results in normal progress towards a bachelor's degree.

1. Course Requirements for Transfer Designation
Applicable to the baccalaureate degree and:
 - a. For CSU course must be offered at the lower division level on at least one CSU campus.
 - b. For UC system course must be offered at the lower division level on at least one UC campus.
 - c. For accredited independent colleges and universities course must correspond to a similar lower division offering.
 - d. For AA degree course must meet Title V degree standards.
2. Classification of Course Articulation Agreements
 - a. *Transferable Course Agreements*--indicate which courses are baccalaureate level and, therefore, acceptable by the receiving institution (or system of campuses) to fulfill both admission and baccalaureate credit.
 - CSU--submitted to CSU Chancellor's office annually.
 - UC Office of the President annual course by course review.
 - Independent Universities--varies with each institution; generally independents use UC or CSU list/information.
 - b. *General Education/Breadth Agreements*--indicate those courses which a student can complete at a community college to satisfy the general education/breadth requirements at the four-year institutions.
 - CSU--submitted to CSU Chancellor's office annually (by December of each year).
 - UC--IGETC (Intersegmental General Education Transfer Curriculum) revisions submitted annually (by December of each year).
 - Independent Universities--developed and reviewed annually for those institutions to which we send our students.
 - c. *Course by Course Agreements*--determine if a particular course at a sending institution is comparable to, or acceptable in lieu of, a corresponding course at the receiving institution.
 - CSU--ongoing agreements that list the community college courses and their equivalents at each CSU campus.
 - UC--IGETC
 - Independent Universities--developed and reviewed annually for those institutions to which we send out students.
 - d. *Major Preparation Agreements*--indicate which courses at the community colleges fulfill lower division major requirements at the four-year institutions.
 - CSU/UC/Independent Universities--list the community college courses that may be used to fulfill lower division major requirements at the transfer institution. Periodically reviewed by each segment.

H. ACTION OF CURRICULUM COMMITTEE

1. After review of all materials, and after hearing all appropriate arguments both for and against a submitted proposal, the following action shall be taken:
 - a. Approve, as submitted.
 - b. Approve, on conditional terms (if *minor* corrections, clarification etc. are required)
 - 1) The Chair, with the assistance of the Executive Assistant – Education and Student Services, will ensure conditional terms are met.
 - c. Not approve.

- d. Approve/not approve as revised.
 - e. Returned to initiator for additional information, corrections, clarification etc.
 - f. Tables for further discussion.
2. It shall be the responsibility of the initiator to provide the additional information to the Executive Assistant – Education and Student Services who will resubmit the item to the Chair for inclusion on a subsequent agenda according to all required deadlines.
 3. The Chair of the Curriculum Committee will be delegated the authority to approve final modifications in course proposals resulting from CC discussion and action. His/her signature will appear on the master file copy of the curriculum proposal form located in the Office of Instruction.

I. PROCEDURE FOR FOLLOW-UP OF CURRICULUM COMMITTEE ACTION

1. Vice President of Education & Student Services:
Recommends approval of Curriculum Committee action in the form of the college catalog to the Superintendent/President.
2. Superintendent/President:
Recommends approval of Curriculum Committee action in the form of the college catalog to the Board of Trustees.
3. Board of Trustees:
 - a. Approves Curriculum Committee action through adoption of the college catalog. Any exceptions expressed by the Board shall be communicated to the Chair of the Curriculum Committee.
 - b. Non-credit submission.

APPENDIX A

INSTITUTIONAL REQUIREMENTS

STUDIES IN CULTURE REQUIREMENT

Rationale: The goal of this requirement is to include the study of culture, including race, ethnicity, and gender in every student's curriculum. Further, the intent of the requirement is to encourage students to examine the dynamics of power within society in historical and contemporary contexts.

Criteria: Mendocino College courses meeting this requirement must be three (3) semester units. In addition, each course must meet three of the following four criteria in an integral manner:

1. Examine historical and contemporary attitudes, behaviors and institutions which foster cultural and racial inequalities;
2. Examine the unique experiences of historically disenfranchised groups.
3. Introduce the diversity of world cultures through the study of art, literature, and other forms of expression;
4. Facilitate student ability to communicate and work effectively in a diverse society.

WELLNESS REQUIREMENT

Rationale: The goal of this requirement is to foster the physical, social, mental and environmental wellness of the individual and of the community. Further, the intent is to encourage students to examine wellness concepts and adopt habits and attitudes that lead to personal wellness as a lifelong goal.

Criteria: Mendocino College courses meeting this requirement must be three (3) semester units. In addition, each course must meet two of the following four criteria:

1. Introduce a basic background in social aspects of wellness (e.g., chronic and communicable disease prevention; substance abuse).
2. Provide fundamental information on the topics of physical wellness (e.g., personal fitness, nutrition).
3. Increase student awareness of the impact of mental wellness on total health (e.g., stress and anger management).
4. Enable students to examine the effects of environmental pollution, and to inform them concerning appropriate measures of protection.

Alternatively, fulfilling the CSU General Education Breadth Requirement Area E, Lifelong Understanding and Self Development meets the Wellness Requirement.

APPENDIX B

DEFINITION OF "ASSOCIATE DEGREE LEVEL"

In 1986, the Board of Governors of the California Community Colleges instituted a policy defining an "Associate Degree Credit" level of course work and required that only such a course be counted toward a degree. The Board's intent was translated into Section 55002a of Title 5, California Administrative Code. Operationally, the definition of college level reflects the following three (3) criteria:

1. The **Quality of Instructional Preparation** is reflected in the standing of the instructor as a credentialed person with appropriate academic background and experience to provide the instructional service. All college level courses are taught by persons with the equivalent of Masters Degree subject matter preparation in the field.
2. **Relationship to Degree Requirement Patterns** refers to the relationship of courses to prescribed sequences of courses designed to prepare students for various academic and/or vocational goals.
3. Professional documents prepared at the state level with regard to **Quality of Content** identify and describe five key factors: 1) Intensity; 2) Critical Thinking 3) Independence, 4) Rigor; and 5) Materials. This document provided a framework for judging the content and manner of instruction of any proposed course at college level with particular focus on the issues of "ability to think critically" and "understand and apply concepts at a level determined by the Curriculum Committee to be college level." The following demonstrates quality of content:

The Course Outline Will Demonstrate:

Evaluators May Look For:

1. Intensity

- a. Emphasis on understanding and applying principles which will enable students to adapt to new situations.

- a. Course requirements such as:
 - (1) demonstrations/recitals
 - (2) clinical/laboratory experiences
 - (3) case studies/problem solving

2. Critical Thinking

- a. Evidence that students are asked to apply critical thinking techniques in recognizing concepts, perceiving relationships, presenting contrasting viewpoints and critiquing subject matter.

- a. Assignments/tests such as:
 - (1) term papers
 - (2) essay examinations
 - (3) group discussions/debates
 - (4) presentations/projects
 - (5) other classroom assignments requiring critical thinking

3. Independence

- a. Evidence that students are asked to work independently in completing complex assignments that require planning, organizing and implementing strategies.

- a. Assignments that require students to define problems for themselves, organize their own tasks, generate strategies and find information. Work requires judgment by students. Assignments include a term paper, project, or case study

4. Rigor

- a. Requirements for students to demonstrate mastery of certain predetermined tasks or disciplines reflecting skills and vocabulary consistent with higher levels of education.

- a. Assignments such as:
Essays, research papers, and other complex products or performances intended to show one or more of the following:
 - (1) ability to recognize and define problems or to understand or pose good questions.
 - (2) knowledge or the ability to obtain the information or resources necessary.

- (3) awareness of at least the obvious alternatives or ability to generate creative solutions.

5. Materials (Assigned Textbooks)

- a. Materials should be certifiable at the same level of reading competency required for exit.
- b. Currently being used by other colleges in college level classes.
- c. State mandated standard materials.

Adopted by Curriculum Committee - October 16, 1987. Revised May 12, 2006

APPENDIX C

CONSIDERATIONS IN DETERMINING WHAT CONSTITUTES A BACCALAUREATE LEVEL COURSE

Because baccalaureate level course work is intended to contribute to the student's attainment of the objectives embodied in the baccalaureate degree, courses which are designated as baccalaureate level will meet, as one of several standards, the criterion of having a "bridging" function, helping to move the student from the skills and knowledge expected at entrance toward the competencies expected at graduation.

In areas of the curriculum for which the Academic Senates have identified expected entry-level competencies (e.g., English, mathematics, natural sciences), baccalaureate courses shall not replicate the skills and knowledge which are entry expectations but instead will require for satisfactory completion the prior attainment of such skills and knowledge. As comparable statements are developed in other areas of the curriculum reference to entry-level expectations will be useful in helping to define baccalaureate level.

Various graduation expectations, such as those expressed in the goals of general education the objectives of the various majors, in the standards for competency, and those expressed in such generalized expectations as "intellectual growth," also will influence the judgment as to what constitutes baccalaureate level course work. Courses designed by qualified faculty to help qualified students move toward the attainment of those expectations generally will be of baccalaureate level. In such courses faculty judged by their peers to be qualified to teach the course shall have the determining voice in the decisions as to content, instructional methodology, instructional support resources, methods and standards for assessing performance. Qualified faculty shall construct and teach baccalaureate courses in ways which assure that the level is appropriate for enhancing the knowledge and skills of the adequately prepared student, and appropriate faculty entities shall have primary responsibility for making course level determinations.

CRITERIA FOR DETERMINING BACCALAUREATE LEVEL COURSES

The significant elements involved in this determination include the institution, the course, and the pedagogy. Course content alone will not determine acceptability for baccalaureate credit. The criteria are phrased in terms of expectations from each of the parties. These expectations shall not be construed as, by themselves, defining a baccalaureate-level course; rather they are designed as aids to the process of making that determination. Thus, they attempt to suggest the kinds of considerations that must underlie a determination of course level but they do not define a rigid and objective standard. The use of this document requires informed judgment as to the extent to which the course in question meets the expectations embodied in each of these criteria. These criteria have been developed primarily to guide community college faculty and administrators in determining appropriate baccalaureate course designations, but they should also be useful in university curricula review processes.

A. Institution

1. The course shall be taught by a qualified instructor, judged by peers to be competent in the subject matter.
2. Qualified faculty, as judged by their peers, shall make the decisions as to course content, instructional methodology, instructional support requirements, methods and standards for assessing student performance.
3. The institution shall provide adequate assessment and advising to ensure that students enrolling in baccalaureate courses are adequately prepared.
4. Adequate instructional support resources shall be available to all students who enroll in the course, including facilities, library materials, and access to qualified faculty outside of class meeting times.

B. Course Expectations

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

- a. A level of intellect, skill, prior knowledge, and maturity consistent with entry-level collegiate expectations and the stated prerequisite(s); if any, for that course.
 - b. Learning skills and a vocabulary necessary to master the subject matter of a baccalaureate-level course.
 - c. The capacity to think critically and to understand and apply concepts.
2. The course shall:
 - a. Treat subject matter with an intensity and pace that establishes an expectation for significantly greater learner independence than that required at the secondary level.
 - b. Require the student to continue development of communication skills appropriate for higher education.
3. Course work that:
 - a. Enhances understanding of analytical, intellectual, scientific, or cultural concepts and traditions generally shall be considered baccalaureate level.
 - b. Enhances understanding of occupational and professional fields usually requiring experience in higher education as prerequisite to employment in such fields may be considered baccalaureate level if it includes attention to appropriate theories and concepts.
 - c. Provides instruction in occupational fields not usually requiring experience in higher education as prerequisite to such fields may be considered baccalaureate level if the primary emphasis is upon understanding the theories and concepts that underlie practice rather than only upon the development of technical skills required for immediate employment.
 - d. Is remedial or college preparatory shall not be considered baccalaureate level.

C. Pedagogy

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

APPENDIX D

GLOSSARY

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- **“Advisory on Recommended Preparation”** means a condition of enrollment that a student is advised, but not required, to meet before or in conjunction with enrollment in a course or educational program. (Title 5, Section 55200)
- **“Audit Courses”** are courses in which a student may benefit from and help facilitate a class after they have exhausted their repeatability. Faculty will have the opportunity to change the audit status of any class only by way of requesting a Course Modification Proposal beginning August, 2005.
- **“Assessment”** means the process of gathering information about individual students to facilitate student success. Assessment may include, but is not limited to, information regarding the student’s study skills, English language proficiency, computational skills, aptitudes, goals, learning skills, special services. Assessment involves the collection of such information at any time, before or after enrollment, except that the process of assigning a grade by an instructor shall not be considered part of the assessment process. Once a grade has been assigned and recorded in a student’s transcript it can be used in the assessment process. (Title 5, Section 55502)
- **“Assessment Instruments, Methods or Procedures”** means one or more assessment instruments, assessment methods, or assessment procedures, or any combination thereof. These include, but are not limited to, interview, standardized tests, holistic scoring processes, attitude surveys, vocational or career aptitude and interest inventories, high school or college transcripts, specialized certificates or licenses, educational histories and other measures of performance. The term “assessment instruments, methods of procedures” also includes assessment procedures such as the identification of test scores which measure particular skill levels, the administrative process by which students are referred for assessment, the manner in which assessment sessions are conducted, the manner in which assessment results are made available, and the length of time required before such results are available. (Title 5, Section 55502)
- **“Basis for Grading”** section of the course outline of record shall include the following statement:
The assignment of a grade is based on the level of achievement of the outcomes and objectives of the course outline and is reflected in quantifiable terms in the course syllabus.
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- **“Content Review”** is a rigorous, systematic process developed in accordance with Section 53200 to 53204, approved by the Chancellor as part of the district matriculation plan required under Section 55510, and is conducted by faculty to identify the necessary and appropriate body of knowledge or skills students need to possess prior to enrolling in a course, or which students need to acquire through concurrent enrollment in a corequisite course. (Title 5, Section 55200)
- **“Corequisite”** means a condition of enrollment consisting of a course that a student is required to simultaneously take in order to enroll in another course. (Title 5, Section 55200)
- **“Course”** means an organized pattern of instruction on a specified subject offered by a community college. (Title 5, Section 55000)
- **“Course Numbers”** are assigned by the Vice Chair and must be obtained prior to submission of course proposals.

- Pre-Collegiate Non-Associate Degree = 1 - 14
 - Non-Associate Degree Credit = 15 – 49
 - Associate Degree Credit / Non-Transferable = 50 – 99
 - Associate Degree Credit / CSU Transferable = 100 – 199
 - Associate Degree Credit / UC Transferable = 200 – 299
 - Non-Credit = 500 – 599
- **“Credit by Examination”** allows students to use acquired knowledge, abilities and competencies to challenge certain courses. Faculty will have the opportunity to change the credit by exam status of any class only by way of requesting a Course Modification Proposal beginning August 2005.
 - **“Cross-Listed Course”** means there are two separate courses with a separate course outline of record that are listed by discipline in the schedule (with different section numbers), and are taught concurrently.
 - **“Discipline”** is a grouping of academically related courses.
 - **“Disproportionate Impact”** occurs when the percentage of persons from a particular racial, ethnic, gender, age or disability group who are directed to a particular service or placement based on an assessment instrument, method or procedure is significantly different than the representation of that group in the population of persons being assessed and that discrepancy is not justified by empirical evidence demonstrating that the assessment instrument, method or procedure is a valid and reliable predictor of performance in the relevant educational setting. (Title 5, Section 55502)
 - **“Distance Education”** means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. (Title 5, Section 55370). All distance education is governed by the provisions of the Title 5 subchapter on Independent Study in regard to academic issues. However, if a distance education course is fully interactive (such as the course that uses real-time interactive television or real-time interactive internet communication) and conducted with regularly scheduled hours similar to what would be offered in a classroom setting, then it may not be considered independent study for apportionment purposes, but considered instead a regular "census" course.
 - **“Educational Program”** is an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education. (Title 5, Section 55000)
 - **“Elective”** see **“Restricted Elective”**
 - **“Equivalency”** means academic comparability of course scope and content. It may be established by: equivalent course, assessment process, or demonstration through challenge process.
 - **“Highly Unlikely to Receive a Satisfactory Grade”** refers to the instructors’ professional judgment that the student lacks prerequisite or corequisite skills essential to receiving a satisfactory grade in the course. The basis for this determination is the professional judgment of the instructors in the discipline.
 - **“Independent Study”** are those courses that are intended for advanced "one-on-one or small group instruction, research, or activities beyond the scope of currently offered courses" (*Good Practices for Course Approval Processes*, ASCCC, 1998). “Currently offered courses” are those reviewed and approved by the Curriculum Committee and the governing board. They must meet Title V regulations, Board Policies and practices regarding standards instructor-student contact, Carnegie unit, reporting of

grades etc.

- **“Laboratory Hours”** provide one unit of credit for every three hours of lab work per week with no additional outside homework. . See also “Activity Hours” and “Lecture Hours”.
- **“Lecture Hours”** scheduled per week are equal to units assigned. For each hour of lecture, a student is expected to do two additional hours of work completing outside assignments See also “Activity Hours” and “Laboratory Hours”.
- **“Major Requirement”** means at least 18 semester units of study taken in a single discipline or related disciplines as listed in the community colleges, Taxonomy of Programs, is required (Title 5, Section 55806(A)).
- **“Multiple Measures”** assessment is broad in scope. Although the list of factors that may be included in a multiple measures assessment is extensive, 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;
 - Physical factors; and
 - 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.
- **“Necessary and Appropriate”** means that a strong rational basis exists for concluding that a prerequisite or corequisite is reasonably needed to achieve the purpose that it purports to serve. This standard does not require absolute necessity. (Title 5, Section 55200)
- **“Outcome Course”** means a course for which a prerequisite or corequisite is necessary.
- **“Out-of-Discipline”** Course Prerequisite Equivalent to those at Transfer Institutions. A course that provides knowledge or skills essential to the entry level (e.g., Biology 250) of an equivalent transfer course in another academic discipline. Example: Chemistry 250 for Biology 250.
- **“Prerequisite”** means a condition of enrollment that a student is required to meet in order to demonstrate current readiness for enrollment in a course or educational program. (Title 5, Section 55200)
- **“Prerequisite Course”** provides the skills and knowledge essential to assure success in the outcome course.
- **“Reactivated Courses”** are considered new and will *follow the procedures for a new course*.
- **“Repeatable for Credit”** means the student may enroll in the course more than once, with a limited number of times (maximum of three repetitions), even if he/she earned a satisfactory grade (e.g., C or Credit) the first time (Title V, section 55763). Repeatable courses may be proposed when the course outline clearly reflects how the course content will differ each time it is offered and how the student will gain an expanded educational experience with each repetition (e.g., skills and/or proficiencies are enhanced by supervised repetition and practice within class periods OR active participation in

individual and/or group assignments are the primary means in which the learning objectives are obtained) (Title V, section 58161.d.2.A and B.).

- **“Restricted electives”**
- **“Satisfactory Grade”** means that, for the course in question, the students’ academic record has been annotated with the symbol A, B, C or “CR”: as those symbols are defined in Section 55758 of this Division. (Title 5, Section 55200)
- **“SAM Codes”** Student Accountability Model numbers (SAM Codes) are assigned by the Vice Chair and must be obtained prior to submission of course proposals.
- **“Sequential Course”** in a defined degree or certificate program, a sequential course follows a previous course in chronological or logical order. Example:
 - Sequential Course Within Discipline
English 200 for English 201
Math 55 for Math 56
 - Sequential Course Across Discipline
Math 121 for Physics 211
Computer Science 201 for Engineering 110
- **“Taxonomy of Programs”** (TOP) is a coding system, which categorizes degree and certificate programs and courses. It is used by the state to identify approved programs. Each degree or certificate awarded to a student is reported in the Management Information System (MIS) with a TOP Code. TOP Codes are assigned by the Vice Chair and must be obtained prior to submission of course proposals.
- **“Unit of Credit”** specifies the amount of credit granted based on the relationship between the number of units assigned to the course and the number of lecture and/or laboratory hours indicated on the course outline. Combination lecture and laboratory classes may be proposed when the course outline clearly reflects the division of units assigned to lecture and laboratory and/or activity. The outline must specifically address how the units of credit are earned in terms of the course scope, objectives and content. Typically, one lecture hour requires at least two hours of work outside the classroom to equal one unit. Three hours of laboratory or activity is commonly equated to one unit of credit. (Title V, section 55002.a.1.B.)
- **“Variable Unit Courses”** may be proposed when the course outline clearly reflects how the different unit values will be granted in terms of the course scope, objectives, and content. Variable unit courses are acceptable for skill and/or performance based instruction, but is not appropriate when the method of instruction is primarily recitation (lecture). Variable unit course must be in accordance with Title V (section 55002.a.1.B) in terms of the credit hours earned.

APPENDIX E

CSU – UC – GE SUBMISSION CALENDAR DEADLINES

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
<u>Submit UC TCA to UCOP</u> Transfer Course Agreement with additions and deletions - 2004/05												
<u>Receive UC TCA Approvals/Denials</u>												
<u>ASSIST Update Cycle</u> Input courses for Spring 2005												
<u>Submit CSU GE-Breadth</u> Curriculum additions and deletions - 2005/06												
<u>Receive CSU GE-B Approvals/Denials</u>												
<u>Submit IGETC to UCOP & CSU Chancellor</u> Curriculum additions and deletions - 2005/06												
<u>Received IGETC Approvals/Denials</u>												
<u>ASSIST Update Cycle</u> Input courses for Summer 2005												
<u>ASSIST Update Cycle</u> Input courses for Fall 2005												