



Santiago Canyon College

8045 East Chapman Avenue, Orange, CA 92869

MINUTES
CURRICULUM AND INSTRUCTION COUNCIL
Monday, May 18, 2015
1:30 p.m.
B-208

COMMITTEE MEMBERS

Present: L. Aguilera, S. Deeley, D. Diaz, M. Flores, T. Garbis, S. James, J. Kubicka-Miller, R. Lamourelle, V. Lawson, S. McLean, M. McMullin, R. Miller, A. Mora, M. Pimentel, E. Quimzon, M. Roe, N. Shekarabi, M. Smith, B. Sproat, M. Stringer, A. Voelcker, J. Wagner, L. Wirtz, I. Woodhead

Absent: Associated Student Government (ASG) Representative, R. Babeshoff, L. Fasbinder, M. Rodriguez, L. Wright

Guests: L. Espinosa, L. Fajardo, E. Matthews, S. Myers, C. Umali-Kopp

The meeting was called to order at 1:31 p.m. by J. Wagner.

I. APPROVAL OF MINUTES

The May 4, 2015 minutes were approved.

Mover: S. Deeley

Seconded by: R. Miller

Ayes: L. Aguilera, S. Deeley, D. Diaz, S. James, J. Kubicka-Miller, R. Lamourelle, S. McLean, M. McMullin, R. Miller, A. Mora, M. Pimentel, E. Quimzon, M. Roe, N. Shekarabi, M. Smith, B. Sproat, J. Wagner, L. Wirtz, I. Woodhead

Nays: None

Abstentions: None

II.a. Accreditation Update

A. Voelcker reviewed recommendations from the Accrediting Commission for Community and Junior Colleges (ACCJC). Surveys are being generated for students who receive the Liberal Arts degrees. Course student learning outcomes are being mapped to liberal arts degree outcomes. The Office of Institutional Effectiveness will be researching the correlation between grades and student learning outcomes. A request will be sent to faculty for SLO achievement data recorded by grade or student ID. In an effort to address community services recommendations, Santiago Canyon College will begin to collect survey data for community services courses.

i. Annual Committee Evaluation Form

The Annual Committee Evaluation Form was discussed and reviewed. Areas of the form that were updated included major accomplishments, actions pending, challenges, recommendations and evidence. L. Aguilera recommended review of the general education approval process for courses on Plan A. Options which include a separate review for general education will be researched.

II.b. Articulation Officer Report

L. Aguilera provided the articulation officer's report and the course identification numbering system (C-ID) status report. ASSIST will be going to ASSIST Next Generation (ASSIST Next Gen) in June 2016; C-ID will be integrated into ASSIST Next Gen. Please be aware that an appeal process is in place for courses denied C-ID. Training materials for C-ID reviewers are available at www.c-id.net.

II.c. Chancellor's Office Update

J. Wagner reported that area of emphasis is included in Title 5. The Chancellor's Office indicated that the area of emphasis was not specific enough for the revised Liberal Arts Degree that was recently submitted.

II.d. CurricUNET Update

No report was provided.

II.e. Enrollment Management Report

J. Wagner reported that the groups discussed the data that was collected. At the following meeting, the data will be compiled and goals will be discussed.

II.f. Exceptions to Academic Regulations Report

L. Wirtz reported that 1,375 letters were sent to students a few weeks ago informing them of issues regarding their academic standing. 604 students are on academic probation/progress probation (A1/P1). 403 students are losing their priority registration (A2/P2). 366 students are being dismissed (AD/PD). The numbers are comparable to what has been experienced in past years. Petitions are being received and will be reviewed accordingly.

II.g. Planning and Institutional Effectiveness Committee Report

J. Wagner reported that the Planning and Institutional Effectiveness Committee (PIE) analyzed the survey and discussed revisions to forms and process. Please notify C. Evett or A. Voelcker with any concerns.

II.h. Shared Curriculum Update

No report was provided.

III. Student Learning Outcomes and Assessment Update

Refer to II.a. Accreditation Update.

III.a. Committee Assignment Workload Survey Follow-Up

The Committee Assignment Workload Survey was reviewed, discussed and updated.

III.b. Suggested Standards for Writing Curriculum

J. Wagner announced that course content and objectives are important for articulation purposes. When reviewing curriculum, members were asked to consider that the course purpose may not be as critical at this point in time.

III.c. District Approval of Curriculum

J. Wagner announced that beginning next Tuesday, May 26, 2015, curriculum will be sent to the Board of Trustees for approval on a monthly basis as needed. Previously, curriculum was sent to the board in December, March and June.

III.d. Other

The Curriculum and Instruction Council (CIC) will hold its last meeting of the semester on June 1, 2015, finals week.

IV.a. Course Coding: Credit Status [CB04], Transfer Status [CB05], Basic Skills [CB08] and PTCYL [CB21]

T. Garbis provided training and handouts on CB04, CB05, CB08 and CB21. A demonstration on searching Title 5 at www.ccccurriculum.net was provided.

V. CONSENT AGENDA FROM TECHNICAL COMMITTEE
Items 1-11.ii. were approved.

Mover: M. Roe

Seconded by: M. Smith

Ayes: L. Aguilera, S. Deeley, D. Diaz, S. James, J. Kubicka-Miller, R. Lamourelle, S. McLean, M. McMullin, R. Miller, A. Mora, M. Pimentel, E. Quimzon, M. Roe, N. Shekarabi, M. Smith, B. Sproat, J. Wagner, L. Wirtz, I. Woodhead

Nays: None

Abstentions: None

Revised Courses without Catalog Changes

1. Business 105, Legal Environment of Business
2. Chicano Studies 101, Introduction to Chicano Studies
3. Ethnic Studies 101, Introduction to Ethnic Studies
4. Mathematics 030, Coping with Math Anxiety
5. Philosophy 115, Philosophy of Religion
6. Philosophy 120, Introduction to Social and Political Philosophy
7. Reading 102, Academic Reading
 - a. Recommended Preparation: English 061

Revised Courses with Minor Catalog Changes

No courses to review

Course Deactivations

8. Environmental Studies 200, Environment of Man
9. Environmental Studies 259, Environmental Biology

Removal of Deactivated Courses from Programs

10. Liberal Arts: Mathematics and Sciences A.S. Degree
 - i. Environmental Studies 200, Environment of Man
 - ii. Environmental Studies 259, Environmental Biology
11. Science A.S. Degree
 - i. Environmental Studies 200, Environment of Man
 - ii. Environmental Studies 259, Environmental Biology

Removal of Deactivated Courses from General Education Plans

No plans to review

Revised Programs with Minor Catalog Changes

No programs to review

Program Deletions

No programs to review

Course SLO Revisions

No courses to review

Program SLO Revisions

No programs to review

VI. CURRICULUM ITEMS

Items 1-8 were presented.

Discussion Items (1st Readings)

New Courses

1. Psychology 180, Psychology of Gender
 - a. SCC GE (Plan A): Area D: Cultural Breadth
 - b. CSU GE (Plan B): Area D4: Gender Studies
 - c. CSU GE (Plan B): Area D9: Psychology
 - d. IGETC (Plan C): Area 4: Social and Behavioral Studies
 - e. Distance Education

Revised Courses

2. Biology 211, Cellular and Molecular Biology
 - a. Prerequisite: Mathematics 080 and Chemistry 219/219H
 - b. Recommended Preparation: Eligible for English 101
3. Biology 259, Environmental Biology
4. English 233A, Shakespeare's Comedies and Romances
 - a. Prerequisite: English 101/101H
5. English 233B, Shakespeare's Tragedies and History Plays
 - a. Prerequisite: English 101/101H
6. French 101, Elementary French 1
 - a. Distance Education
7. Italian 101, Elementary Italian I
 - a. Distance Education

New Programs

No programs to review

Revised Programs

8. Associate in Arts in Psychology for Transfer Degree (31041)

VI. CURRICULUM ITEMS

Items 9-23 were approved.

Mover: S. McLean (*items 9, 10, 11, 12, 21-23*), L. Wirtz (*items 9a, 10a, 11a, 11b, 12a, 12b*), M. Pimentel (*items 13-13c, 18*), S. Deeley (*items 14-17b, 19-20b*)

Seconded by: M. Smith (*items 9, 10, 11, 12, 21-23*), S. Deeley (*items 9a, 10a, 11a, 11b, 12a, 12b*), L. Wirtz (*items 13-13c, 18*), M. Roe (*items 14-17b, 19-20b*)

Ayes: L. Aguilera, S. Deeley, D. Diaz, S. James, J. Kubicka-Miller, R. Lamourelle, S. McLean, M. McMullin, R. Miller, A. Mora, M. Pimentel, E. Quimzon, M. Roe, N. Shekarabi, M. Smith, B. Sproat, J. Wagner, L. Wirtz, I. Woodhead

Nays: None

Abstentions: None

New Courses

9. Computer Science 122, Programming Concepts and Methodology I
 - a. Recommended Preparation: Computer Science 120
10. Computer Science 132, Programming Concepts and Methodology II
 - a. Prerequisite: Computer Science 122
11. Computer Science 149, Discrete Structures for Computer Science (*stand-alone*)
 - a. Prerequisite: Computer Science 122
 - b. Recommended Preparation: Mathematics 105, 140 or 219
12. Computer Science 154, Computer Architecture and Organization
 - a. Recommended Preparation: Computer Science 122
 - b. Plan A, Area E2: Communication and Analytical Thinking
13. Political Science 110, Introduction to Political Science
 - a. CSU GE (Plan B): Area D8: Political Science, Government, and Legal Institutions
 - b. IGETC (Plan C): Area 4: Social and Behavioral Sciences
 - c. SCC GE (Plan A): Area B2: Social Science Elective

Revised Courses

14. Italian 194, Conversation and Composition
 - a. Prerequisite: Italian 101 or two years high school Italian with grade of C or better
15. Italian 195, Advanced Conversational Italian
 - a. Prerequisite: Italian 102
16. Italian 201, Intermediate Italian I
 - a. Prerequisite: Italian 102 or three years of high school Italian
 - b. Distance Education
17. Italian 202, Intermediate Italian II
 - a. Prerequisite: Italian 201 or four years of high school Italian
 - b. Distance Education
18. Political Science 230, Political Theory
19. Spanish 201, Intermediate Spanish I
 - a. Prerequisite: Spanish 102/102H or three years of high school Spanish
 - b. Distance Education
20. Spanish 202, Intermediate Spanish II
 - a. Prerequisite: Spanish 201 or four years of high school Spanish.
 - b. Distance Education

New Programs

21. Associate in Science for Transfer in Computer Science

Revised Programs

22. Associate in Science in Computer Science (11903)

23. Certificate of Achievement in Computer Science (21649)

VII. POLICY CHANGES

Discussion Items

No policies to review

Action Items

No policies to review

VIII. ACADEMIC SENATE ITEMS

Discussion Items

No items to review

Action Items

No items to review

IX. CATALOG AND OUTLINE FORM MODIFICATIONS

No items to review

The meeting was adjourned at 3:17 p.m. by J. Wagner.

Monday, May 18, 2015
Articulation Officers Report

Leonor Aguilera Reported:

The C-ID May 2015 Status Report summarizes the participation and involvement of faculty and articulation officers from both the California community colleges and California State Universities since 2006. It also provides an overview of the on-going C-ID communication, technology, and guidance improvements made to facilitate the C-ID course approval process, some of those include:

- C-ID Articulation Officers subgroup
- ASSIST Next-Gen estimated to go live June 1, 2016
- C-ID Appeal process available and accessible via the C-ID website
- “C-ID Norming and Training Resource for Course Outline of Record (CoR) Primary Reviewers and Regular Faculty Reviewers”
- FAQs document on issues related to the review of prerequisites, the role of SLOs, and the submission of multiple courses for a C-ID designation is currently being developed.

Quantitative Data Report:

- Over 15, 228 courses have received a determinations of approval, conditional, and not approved. 12, 197 courses have received C-ID designation, an 80% approval rate.
- Data provides a snapshot of the numbers of courses that are backlogged in C-ID. The term “backlogged course” is defined as a course sitting in *submitted* or *in-progress* status for over six months.
- Disciplines with backlogged courses include:
 - Agriculture
 - Anthropology
 - Art History
 - Chemistry
 - Film, Television and Electronic Media
 - Mathematics
 - Music
 - Spanish
 - Studio Art

Course-to-Course Articulation Approvals:

CSU Northridge approved articulation of ART 195 due to C-ID, retroactive to fall 2014.

- SCC ART 195 = CSUN ART 202

Course Identification Numbering System (C-ID)

STATUS REPORT

Since its development and inception in 2006, the Course Identification Numbering System (C-ID) has relied heavily on the participation and involvement of faculty and articulation officers from both the California community colleges and the CSU. The course submission process for C-ID is one that calls for commitment from discipline faculty to review submitted course outlines and to use their discipline expertise to determine whether or not a course outline is aligned to a C-ID descriptor. Unlike the course-to-course articulation process, C-ID descriptors are not intended to describe a course in its entirety; C-ID descriptors are limited to the course elements necessary to recognize courses as comparable and extensive enough to be the basis for articulation. Consequently, receipt of a C-ID designation requires that a course reflect all elements of the C-ID descriptor, as opposed to some percentage. At the local level, CCC articulation officers (AOs) are responsible for submitting courses to C-ID and communicating outcomes to their faculty, as well as working with their faculty to revise courses when needed in a manner that does not impact other existing articulation. At the CSU, AOs share completed descriptors with their faculty and, ideally, establish articulation based on C-ID descriptors when deemed appropriate. In order to provide on-going guidance to C-ID operations, the C-ID AO subgroup was formed in March 2013 to address known issues with C-ID and to assist in problem solving when issues arise. The C-ID AO subgroup, consisting of four CCC AOs and two CSU AOs, is scheduled to meet weekly and is charged with bringing issues to C-ID as well as facilitating communication with the field.

As was shared in previous C-ID communications, C-ID is in the midst of various technology upgrades. In addition to changes to facilitate C-ID processes more generally, work is actively in process to integrate C-ID into ASSIST Next-Gen. It is anticipated that CCC AOs will be able to submit courses to C-ID through ASSIST and that CSU AOs will be alerted to new opportunities to articulate based on C-ID approvals as new course determinations are made. While the impact of C-ID-based articulation is going to vary with CCC and CSU, we can share that one CSU established over 1,446 new articulations based on C-ID, and that one CCC received over 55 new articulations based on C-ID.

C-ID is always looking for ways to improve and benefits from its many interactions with the field. In this newsletter, we want to specifically address concerns related to the length of the course review process, the need for additional CSU reviewers, the need to ensure awareness of the appeals process, and the perceived high number of denied courses. This newsletter is dedicated to providing answers to questions that we frequently hear. Our goal is to ensure that the field is well informed with respect to the current status of courses in C-ID. Recent changes were made to the C-ID website to ensure AO awareness of the appeals process. Any appeal is given the highest priority. Typically, the turn-around for an appeal is less than 10 days. If ever there is a delay greater than 2 weeks, please follow up with an email to Krystinne@asccc.org.

C-ID reviewers are trained and opportunities are sought to provide opportunities to norm the reviewers for a discipline. Training materials are available at <https://c-id.net/coursereview.html>, where the document "C-ID Norming and Training Resource for Course Outline of Record (CoR) Primary Reviewers and Regular Faculty Reviewers" can be found, as well as the training PowerPoint. A FAQs document is currently under development to address various issues, such as the review of prerequisites, the role of SLOs, and the submission of multiple courses for a C-ID designation.

As quantitative data can obscure the elements that impact the review process, we've struggled with how best to present data related to the course review process. It is important to recognize that any C-ID data represent a snapshot in time and that the data are ultimately dynamic. We hope that the format below will prove to be informative and useful to the field. If you have any questions or concerns, please contact us at support@c-id.net.

Course Identification Numbering System (C-ID)

COURSES BY DISCIPLINE:

The following table is a snapshot of all the disciplines currently accepting submissions for descriptors, as of May 4, 2015.

Over 15,228 courses have received determinations (total for approved, conditional, and not approved columns), with 12,197 courses receiving an approved determination (an 80% approval rate).

Key:

Disciplines with < 10 courses in-progress or submitted	Disciplines with 11 – 20 courses in-progress or submitted	Disciplines with 21 – 40 courses in-progress or submitted	Disciplines with > 41 courses in-progress or submitted
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Discipline	# Courses	# Approved	# Submitted	# In Progress	Total in Submitted & In-Progress as of May 4, 2015	Total in Submitted & In-Progress from Jan 5, 2015	# Conditional	# Not Approved
Nutrition/Dietetics	37	14	0	0	0	30	16	5
Accounting	246	200	0	1	1	11	31	13
Computer Science	344	271	0	1	1	7	47	22
Administration of Justice	779	618	1	1	2	3	78	58
Child Development	222	207	1	1	2	4	7	1
Psychology	733	629	0	2	2	1	73	14
Education	59	29	2	1	3	39	20	7
Early Childhood Education	594	530	3	1	4	11	52	7
Geography	549	501	1	3	4	48	17	21
Geology	418	313	1	3	4	8	54	29
Public Health Science	5	0	1	4	5	N/A	0	0
Communication Studies	731	582	3	4	7	15	83	8
Political Science	445	349	4	3	7	83	72	10
English	1150	983	6	6	12	11	79	76
Kinesiology	175	130	5	7	12	28	14	17
Physics	586	495	6	7	13	34	53	24
Philosophy	382	300	0	14	14	13	26	39
Journalism	411	332	8	8	16	26	31	30
Sociology	709	566	5	11	16	42	53	27
Theatre	1155	960	2	14	16	28	104	72
Information Technology and Information Systems	95	57	6	13	19	19	7	9
Economics	236	179	6	14	20	46	15	16
Biology	381	199	10	12	22	23	78	73
Business	427	276	3	19	22	37	81	34
History	668	419	9	28	37	391	172	19
Chemistry	522	346	16	31	47	73	28	51
Art History	535	216	11	92	103	273	103	65
Anthropology	403	174	10	101	111	210	104	8

Course Identification Numbering System (C-ID)

Discipline	# Courses	# Approved	# Submitted	# In Progress	Total in Submitted & In-Progress as of May 4, 2015	Total in Submitted & In-Progress from Jan 5, 2015	# Conditional	# Not Approved
Film, Television and Electronic Media	130	6	32	83	115	93	6	3
Music	1482	1094	24	148	172	417	144	54
Agriculture	220	14	151	38	189	155	11	2
Spanish	479	268	6	184	190	251	19	2
Mathematics	1313	407	9	344	353	524	320	104
Studio Arts	1183	533	28	447	475	818	81	32
Total	17923	12197	489	1646	2016	3772	2079	952

BACKLOG OF COURSES IN C-ID:

The data below provide a snapshot of the number of courses that are backlogged in C-ID. The term “Backlogged course” is defined as a course sitting in *submitted* or *in-progress* status for over six months.

Total number of courses waiting in submitted or in-progress: **2,016**

Total # of backlogged courses: **1,201**

of courses waiting on CSU reviewer: 309

of courses submitted for nine descriptors without a CSU reviewer: 350

of courses assigned to two reviewers: 120

of courses waiting on primary reviewer determination: 422

Primary Reviewers:

There have been significant efforts to help primary reviewers in Math, Studio Arts, Art History, History, and Music to move through their courses queue. Math, Art History, and Music have all implemented a Secondary Primary Reviewer to help the main Primary Reviewer complete reviews.

Below shows the breakdown of the 422 courses waiting on the Primary Reviewer determination:

Art History: 57

Studio Arts: 3

History: 11

Engineering: 4

Film/TV/Electronic Media: 2

Kinesiology: 1

Math: 230

Music: 114

Need for CSU Course Reviewers:

The total number of courses waiting on a CSU reviewer and the total number of courses submitted against a descriptor without a CSU reviewer yields a total of 659 courses, over half of the backlogged courses in the queue. We need help in recruiting CSU faculty reviewers for the following descriptors that do not have any CSU reviewers available:

Film/TV/Electronic Media (FTVE): 110, 120, 125, 135

Spanish (SPAN): 200, 220

Studio Arts (ARTS): 230, 240, 260

In addition, the following descriptors could use additional CSU reviewers:

Anthropology (ANTH): 110, 115L, 130

Studio Arts (ARTS): 210, 220, 250, 281

Mathematics (MATH): 155

Spanish (SPAN): 100, 110, 210, 230

Economics (ECON): 210, 201

Course Identification Numbering System (C-ID)

ONGOING C-ID IMPROVEMENTS:

C-ID is constantly looking for ways to improve the current system and welcome suggestions from the field:

- We have made the C-ID Appeals Process more visible on the website (look for information under the “Art. Officers” tab) and are working hard to ensure that requests for appeals are responded to in a timely manner.
- The “Courses” page on the C-ID website is being worked on to ensure the correct data is appearing and that the spreadsheet download of all approved courses works.
- We are developing an FAQ section for our course reviewers to remind them of guidelines and policies for reviewing courses. This is to ensure that reviewers are consistent in their reviews and to provide them additional resources.
- Significant efforts were made to streamline the submission of honors and cross-listed courses by encouraging AOs to contact us with their honors or cross-listed course submissions once the regular course gets the determination.
- We will continue to hold special “review marathon sessions” for disciplines that are backlogged.



Santiago
Canyon
College

Presented by **Tiffany Garbis**

Course Coding:

Credit Status (CB04)
Transfer Status (CB05)
Basic Skills Status (CB08)
Prior to College Level (CB21)

Curriculum and Instruction Council Training
May 18, 2015

Review



Divisions of the Chancellor's Office

Management Information Systems (MIS)

Data Element Dictionary

- Course Data Elements (CB)
- College Calendar Data Elements (CC)
- Student CalWORKs Data Elements (CW)
- Employee Demographic Data Elements (EB)
- Employee Assignment Data Elements (EJ)
- General Data Elements (GI)
- Student Assessment Data Elements (SA)
- Student Characteristics Data Elements (SB)
- Student DSPS Data Elements (SD)
- Student EOPS Data Elements (SE)
- Student Financial Aid Data Elements (SF) and (FA)
- Special Populations Data Elements (SG)
- SSN Update Record (SI)
- Student Matriculation Data Elements (SM)
- Student Program Awards Data Elements (SP)
- Student Success Data Elements (SS)
- Student VTEA Data Elements (SV)
- Student Enrollment Data Elements (SX)
- Section Data Elements (XB)
- Faculty Data Elements (XE)
- Session Data Elements (XF)

MIS & Curriculum Inventory Relationship

Defines Substantial vs Nonsubstantial Changes

Substantial Change – A new program or course based upon an active proposal. This action will initiate a new control number.

Course: Change MIS Course Data Elements (CB03, CB04, CB06, CB07, CB08, CB09, CB21, CB22, and/or noncredit – Total Hours of Instruction (min)/Variable Hours (max)).

Program: Addition/creation of a new program award (degree or certificate) or major/area of emphasis using an active proposal; Top code change to a different TOP code discipline.

Note: Upon approval, the submitted proposal is assigned a new control number. Some colleges choose to keep both proposals active. Unless requested as part of the substantial change, the CCC Curriculum Inventory does not automatically inactivate an original proposal after a substantial change proposal is approved.

Nonsubstantial Change – An action to change an active program or course that will not initiate a new control number.

Course: Change MIS Course Data Elements CB01, CB02, CB05, CB10, CB11, CB13, CB20, CB23, and/or CB24.

Program: Title change; TOP code change within the same TOP code discipline; certificate or degree unit change; certificate or diploma hour change; addition/removal courses from an existing approved program.

CCCCO, Program and Course Approval Handbook, 5th edition., September 2013, pg 45

Credit Status (CB04)

Credit – Degree Applicable

- Courses on an associate's degree or certificate of achievement
- Courses numbered 0-299

Credit – Not Degree Applicable

- Courses not on an associate's degree or certificate of achievement
- Courses preceded with a "N"

Noncredit

- All continuing education courses (OEC)
- Does not include community services/not-for-credit

Substantial Change – requires new control number from CCCCCO

CB04: Credit



[§ 55002. Standards and Criteria for Courses](#)

Degree Applicable Credit Course

“A degree-applicable credit course is a course which has been designated as appropriate to the associate degree in accordance with the requirements of section 55062....”

[§ 55062. Types of Courses Appropriate to the Associate Degree](#)

“...All lower division courses accepted toward the baccalaureate degree by the CSU or UC or designed to be offered for transfer...

...Courses that apply to the major/area of emphasis in non-baccalaureate career technical fields...

...English composition or reading courses not more than one level below the first transfer level course...

...All mathematics courses above and including Elementary Algebra...

...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...above.”

CB04: Credit



[§ 55002. Standards and Criteria for Courses](#)

Nondegree-Applicable Credit Course

“...nondegree-applicable basic skills courses...

...courses designed to enable student to succeed in degree-applicable courses...

...precollegiate career technical preparation courses...

...essential career technical instruction...”

CB04: Noncredit



See training from 10/20/14 – Division of Continuing Education by Lori Fasbinder

§ 55002. Standards and Criteria for Courses

Noncredit Course

§ 58160. Noncredit Course Funding

- “... (1) elementary and secondary basic skills courses and other courses such as remedial academic courses in reading, mathematics, and language arts;
 2) courses in English as a second language, including vocational English as a second Language;
 (3) short-term vocational courses and programs with high employment potential;
 (4) workforce preparation courses in the basic skills of speaking, listening, reading, writing, mathematics, decision making, problem solving skills, and other courses required for preparation to participate in job-specific technical training;
 (5) courses in citizenship for immigrants;
 (6) parenting, including parent cooperative preschools, courses in child growth and development and parent-child relationships;
 (7) courses and programs for persons with substantial disabilities;
 (8) courses and programs for older adults;
 (9) courses and programs in home economics; and
 (10) courses in health and safety education...”

CB04: Noncredit *(con't)*



See training from 10/20/14 – Division of Continuing Education by Lori Fasbinder

§ 55150. Approval of Noncredit Courses and Programs

- “... (1) Noncredit educational programs that qualify for enhanced funding;
 (2) Adult high school diploma programs as specified in section 55154; and
 (3) Those noncredit educational programs that are otherwise required by law to be approved by the Chancellor...”

Transfer Status (CB05)



Refer to training on 3/2/15 – Baccalaureate Level Courses by Leonor Aguilera

Transferable to both UC and CSU

- Courses numbered 100-299 pending UC approval

Transferable to CSU

- Courses numbered 100-299

Not transferable

- Courses numbered less than 100 or preceded with the letter “N”
- All noncredit/continuing education

Nonsubstantial Change – no new control number from CCCC

CB04 and CB05 Relationship



If Credit Status (CB04) =	Then Transfer Status (CB05) must be...
Credit Degree Applicable	UC/CSU or CSU only or Not transferable
Credit Not Degree Applicable	Not transferable
Noncredit	Not transferable

If Transfer Status (CB05) =	Then Credit Status (CB04) must be...
UC/CSU	Credit Degree Applicable
CSU only	Credit Degree Applicable
Not transferable	Credit Not Degree Applicable or Noncredit

Basic Skills Status (CB08)



Basic Skills

§ 55000. Definitions

- **Credit** “(u) “Nondegree-applicable basic skills courses” are those courses in reading, writing, computation, and English as a Second Language which are designated by the community college district as nondegree-applicable credit courses...”
- **Noncredit** “(t) “Noncredit basic skills courses” are those courses in reading, writing, computation, and English as a Second Language which are designated by the community college district as noncredit courses...”

Not Basic Skills

- May or may not be degree applicable
- Everything that is not basic skills

Substantial Change – requires new control number from CCCC

CB04 and CB08 Relationship



If Credit Status (CB04) =	Then Basic Skills (CB08) must be...
Credit Degree Applicable	Not Basic Skills
Credit Not Degree Applicable	Basic Skills or Not Basic Skills
Noncredit	Basic Skills or Not Basic Skills

If Basic Skills (CB08) =	Then Credit Status (CB04) must be...
Basic Skills	Credit Not Degree Applicable or Noncredit
Not Basic Skills	Credit Degree Applicable or Noncredit

Prior to College Level (CB21)



One-Eight Levels Below

- Specific TOPs code (CB03) listed in coding instructions
- English, writing, ESL, reading and mathematic courses

Not Applicable

- Any TOPs code (CB03) not listed in coding instructions
- Generally transfer-level courses

Substantial Change – requires new control number from CCCC

CB21: Credit



Top Code (CB03)	Credit Status (CB04)	Transfer Status (CB05)	Basic Skills Status (CB08)	Level Below Transfer (CB21)
Credit				
170100 – Mathematics, General	D	A or B	N	Y
170100 – Mathematics, General	D	C	N	A, B
170100 – Mathematics, General	C	C	N	A, B, C, D
170100 – Mathematics, General	C	C	B	A, B, C, D
150100 – Writing	D	A or B	N	Y
150100 – Writing	D	C	N	A
150100 – Writing	C	C	N	A, B, C, D
150100 – Writing	C	C	B	A, B, C, D
152000 – Reading	D	A or B	N	Y
152000 – Reading	D	C	N	A
152000 – Reading	C	C	N	A, B, C, D
152000 – Reading	C	C	B	A, B, C, D

CCCCO, Data Element Dictionary, Course Basic CB21

CB21: Credit



Top Code (CB03)	Credit Status (CB04)	Transfer Status (CB05)	Basic Skills Status (CB08)	Level Below Transfer (CB21)
Credit				
493084-ESL Writing	D	A,B,C	N	Y, A, B, C, D, E, F
493084-ESL Writing	C	C	N	A, B, C, D, E, F
493084-ESL Writing	C	C	B	A, B, C, D, E, F
493085-ESL Reading	D	A,B,C	N	Y,A, B, C, D, E, F
493085-ESL Reading	C	C	N	A, B, C, D, E, F
493085-ESL Reading	C	C	B	A, B, C, D, E, F
493086-ESL Listening & Speaking	D	A,B,C	N	Y,A, B, C, D, E, F
493086-ESL Listening & Speaking	C	C	N	A, B, C, D, E, F
493086-ESL Listening & Speaking	C	C	B	A, B, C, D, E, F
493087-Integrated ESL	D	A,B,C	N	Y, A, B, C, D, E, F
493087-Integrated ESL	C	C	N	A, B, C, D, E, F
493087-Integrated ESL	C	C	B	A, B, C, D, E, F

CCCCO, Data Element Dictionary, Course Basic CB21

CB21: Non-Credit



Top Code (CB03)	Credit Status (CB04)	Transfer Status (CB05)	Basic Skills Status (CB08)	Level Below Transfer (CB21)
Non-Credit				
493084-ESL Writing	N	C	B	A, B, C, D, E, F
493085-ESL Reading	N	C	B	A, B, C, D, E, F
493086-ESL Listening & Speaking	N	C	B	A, B, C, D, E, F
493087-Integrated ESL	N	C	B	A, B, C, D, E, F,G,H
493090-Citizenship/ESL Civics	N	C	B	A, B, C, D, E, F,G,H
493090-Citizenship/ESL Civics	N	C	N	Y
493100-Vocational ESL	N	C	B	A, B, C, D, E, F
493100-Vocational ESL	N	C	N	Y
170100 – Mathematics, General	N	C	B	A, B, C, D, E, F
170100 – Mathematics, General	N	C	N	Y
150100 – Writing	N	C	B	A, B, C, D, E, F
152000 – Reading	N	C	N	Y
493060 – Elementary Education (Grades 1-8)	N	C	B	D, E, F, Y
493062 – Secondary Education (Grades 9-12) And G.E.D	N	C	B	A, B, C, Y

CCCCO, Data Element Dictionary, Course Basic CB21

Legend for Prior to College Level

TOP Code (CB03)	Credit Status (CB04)	Transfer Status (CB05)	Basic Skills Status (CB08)	Prior to College Level (CB21)
170100 – Mathematics, General Science of numbers and space configurations and their operations, measurements, computations, relationships, applications and abstractions. Theoretical topics in computer science, statistics, astronomy, or other sciences may be included when treated as mathematical constructs or used as examples for the application of mathematical concepts and operations.	D – Credit Degree Applicable C – Credit Not Degree Applicable N – Noncredit	A – UC & CSU B – CSU Only C – Not Transferable	N – Not Basic Skills B – Basic Skills	Y – Not Applicable A – One Level Below B – Two Levels Below C – Three Levels Below D – Four Levels Below E – Five Levels Below F – Six Levels Below G – Seven Levels Below H – Eight Levels Below
150100 – English Written expression and the writing process which include critical reading, critical writing, research practices, literature, and literary criticism.				
152000 – Reading Theory and methods of reading including vocabulary, comprehension, fluency, critical and analytical reading.				
493084 - English as a Second Language–Writing				
493085 - English as a Second Language–Reading				
493086 - English as a Second Language–Speaking/Listening				
493087 - English as a Second Language–Integrated				
493090 - Citizenship (and ESL Civics)				
493100 - Vocational ESL				
493060 - Elementary Education (Grades 1-8)				
493062 - Secondary Education (Grades 9-12) and G.E.D.				

Comments for CIC Meeting 5.18.15

	Course/Program Title	Comments	Requestor	Follow-Up	Date
Consent #3	ETHN 101 Introduction to Ethnic Studies	Since this course is transferrable, shouldn't the textbook be required?	Darlene Diaz	Fixed	5/18/2015
Discussion #1	PSYC 180 Psychology of Gender	grading criteria: consider changing the word must in each bullet	Barbara Sproat	Addressed in council	n/a
Discussion #3	BIOL 259 Environmental Biology	The verbs in the "Course Purpose" do not all reflect the purpose of the course--"to study"? The course will study?	Maureen Roe	Fixed	5/18/2015
Discussion #4	ENGL 233A Shakespeare's Comedies and Romances	SLOs: Comedies and Romances: but written responses are about the <u>tragedy</u> plays, as seen in Eng 233B (perhaps an error in cutting and pasting?) when is Sonnets capped (as opposed to plays, for example)? comedies and romances in first bullet of course purpose?	Barbara Sproat	Fixed	5/18/2015
		Under MOE, it states, "The student will write a minimum of 5000 words." Does the student write a paper? It seems a 5000-word paper is evaluated not 5000 words.	Darlene Diaz	Rewritten	5/18/2015
Discussion #5	ENGL 233B Shakespeare's Tragedies and History Plays	2nd obj: 5th bullet: should Sonnets be capped?	Barbara Sproat	Fixed	5/18/2015
		Same comment as 233A	Darlene Diaz	Rewritten	5/18/2015
Discussion #6	FREN 101 Elementary French 1	Under "Course Purpose," are the verbs referring to what the student will do or what the course will do?	Maureen Roe		
		1st obj. box- what does internalize mean in context of French? Under lab, some DLA topics should be listed. Outside class assignments- I don't think <i>DLAs</i> and <i>Workbook and Lab Manual assignments</i> should be included since the DLAs are sps to be completed in the lab portion of the course.	Darlene Diaz		

Comments for CIC Meeting 5.18.15

	Course/Program Title	Comments	Requestor	Follow-Up	Date
		<p>DE report: 1st para: should publisher prepared and web based each be hyphenated?</p> <p>college resources: wy include Health and Wellness Center?</p> <p>last para: publisher provides scripts..</p> <p>bullet course purpose?</p> <p>1st cotnent: insert comma: context, such as</p> <p>2nd obj: insert comma in 2nd bullet: topics, integrating</p> <p>6th obj: insert comma in 1st bullet: to, geography</p> <p>methods of evaluation: 5th to last bullet: what does problem solving ability mean in this context?</p>	Barbara Sproat		
Discussion #7	ITAL 101 Elementary Italian I	<p>3rd obj. box- what does internalize mean in context of Italian?</p> <p>Under lab, some DLA topics should be listed.</p> <p>Outside class assignments- I don't think <i>DLAs</i> and <i>Workbook and Lab Manual assignments</i> should be included since the DLAs are sps to be completed in the lab portion of the course.</p> <p>Last obj. box - real life should be <i>real-life</i></p>	Darlene Diaz		
		Same comment about verbs in "Course Purpose"	Maureen Roe		
Discussion # 9	CMPR 122 Programming Concepts and Methodology I	<p>"catalog entry confusing; perhaps change to: ...using a high level language, programming, and practical hands on problem solving.</p> <p>course purpose: To teach students <u>how</u> to solve...</p> <p>last content field and elsewhere: what is I/O; perhaps spell out?</p>	Barbara Sproat	<p>Fixed</p> <p>Fixed</p> <p>Fixed</p>	<p>5/4/2014</p> <p>5/4/2014</p> <p>5/4/2014</p>

Comments for CIC Meeting 5.18.15

	Course/Program Title	Comments	Requestor	Follow-Up	Date
		Instructional Methods: consider not capping prepare"d (Instructor-Prepared Materials) because it is the 2nd word in a hyphenated phrase		Addressed in council	n/a
		Should we have "To teach..." as our course purpose?	Laney Wright	Fixed	n/a
Discussion # 10	CMPR 132 Programming Concepts and Methodology II	3rd obj. in second obj. box- "Compare iterative and recursive solutions for elementary problems such as factorial," is this the mathematical term factorial? If so, maybe state "...problems with factorials."	Darlene Diaz	Rewritten	5/4/2014
		2nd SLO: "and/or using" is confusing Instructional methods: consider not capping "p" in Instructor-Prepared Materials	Barbara Sproat	Rewritten Addressed in council	5/4/2014 n/a
Discussion # 11	CMPR 149 Discrete Structures for Computer Science	Discrete Probability- Objective- should be calculate probabilities or change the and to or.	Darlene Diaz	Fixed	3/16/2015
		content 5, 2nd bullet: consider not capping "ordering" (2nd word in a hyphenated phrase)	Barbara Sproat	Fixed	5/4/2015
		placement of student assessment after grading criteria?		Addressed in council	n/a
Discussion # 12	CMPR 154 Computer Architecture and Organization	Should the CP be revised? This seems more like a CE. Can the content be elaborated to fit the standards?	Darlene Diaz	Rewritten Addressed in council	5/4/2015 n/a
		The student will be able to apply the basic concepts of computer architecture, arithmetic and logic design.	Regina Lamourelle	Fixed	5/4/2015

Comments for CIC Meeting 5.18.15

Action #13

Course/Program Title	Comments	Requestor	Follow-Up	Date
	This seems awkward and incomplete to me. What is to purpose of the class? Is the the purpose of the class to "apply computer achitecture," etc.? Why do students take this class? What are they going to learn?			
	first sentence in catalog entry is a fragment; does this matter?	Barbara Sproat	Addressed in council	n/a
	content 8: spell out I/O?		OK as is	n/a
POLT 110 Introduction to Political Science	In course purpose, revise "This course will cover specific areas in the discipline of political science so" to be "This course will cover specific areas in political science, such as American government, political theory, comparative politics, and international relations, to make students well aware of the breadth and depth of the discipline."	Maureen Roe	Fixed	4/29/2015
	1) Consider re-working the SLOs 2) Change the following sentence, "Define Montesquieu's concepts separation of powers, checks and balances", to this: "Analyze Montesquieu's views regarding the legitimacy and limits of government, and the the proper role and importance of checks and balances on political power."	Marcelo Pimentel	Fixed	4/29/2015
	Itemized lists in the content and objectives would be good. Some of the items already have the information, but could use consistency across the rest.	Jared Kubicka-Miller	Fixed	4/29/2015
	required text: 2nd Edition Ed <u>Outside</u> of class assignment: research paper?	Barbara Sproat	Fixed Addressed in council	4/29/2015 n/a
	should political science be capitlaized or lower-case?	Darlene Diaz	Fixed	4/29/2015

Comments for CIC Meeting 5.18.15

	Course/Program Title	Comments	Requestor	Follow-Up	Date
		SLO#1 & #2, could "understand" be removed since the student will be evaluating? Or maybe <i>demonstrate an understanding ...</i> CP- "dept" should be "depth?" CP- 2nd sentence is a fragment. I think the content should be expanded to reflect the objectives. For example, content #1, the objective is "Explain the development of political science and its subfields." Couldn't the content list the subfields and important developments in ps?		Fixed Fixed Fixed Fixed	4/29/2015 4/29/2015 4/29/2015 4/29/2015
Action #14	ITAL 194 Conversation and Composition	Possible expand content and objectives with more detail	Eden Quimzon		
		The course content seems minimal.	Robert Miller		
Action #15	ITAL 195 Advanced Conversational Italian	The course content seems minimal.	Robert Miller		
		content 2, 3rd bullet: remove hyphen: Short-stories	Barbara Sproat		
		3rd content: insert comma fter "presentations"			
		Content could be expanded since 12 hours are spent in each content area. SLO#2- maybe remove <i>their</i> -	Darlene Diaz		
		Content could be expanded since 12 hours are spent in each content area. SLO#2- maybe remove <i>their</i> -	Darlene Diaz		
Action #16	ITAL 201 Intermediate Italian I	SLO#1, can <i>their</i> be removed? SLO#2, I am not sure what the goal is. Lab content- should it list example topics of the DLAs?	Darlene Diaz		

Comments for CIC Meeting 5.18.15

	Course/Program Title	Comments	Requestor	Follow-Up	Date
		Under first course objective, make verbs consistent: "Review, refinement, and improved" application should be "Review, refine, and improve..."	Maureen Roe	Fixed	4/30/2015
		The first objective reads, "Review, refinement, and improved application of..." One is a noun and I think the verb tenses are different. Perhaps, "Review, refine and improve application of..."	Laney Wright	Fixed	4/30/2015
		DE- Just curious- why would students need the Health and Wellness center for this class?	Darlene Diaz	Removed	4/20/2015
Action #17	ITAL 202 Intermediate Italian II	For CE- could it state that it is the second semester of intermediate italian? SLOs- Is "understand" an objective? I thought it was <i>demonstrate and understanding</i> . Also, I am not sure they need "understanding" since there are other objectives in the SLOs. Should the lab content list example topics of the DLAs?	Darlene Diaz		
		With 201 and 202, is this a shared course with SAC, and if so, are they also adding a lab component?	Laney Wright	Addressed in council	n/a
		For catalog entry, remove semicolon and replace with "along with"	Maureen Roe		
		-Are the hours correct since there is a lab? I am not sure, that is why.	Darlene Diaz	Addressed in council	n/a
Action #18	POLT 230 Political Theory	SLO #1- is <i>gain</i> an objective?	Darlene Diaz	Rewritten	4/29/2015
		SLO 1 seems unmeasurable, and repetitive with 3. I am confused about content and objectives. Seems like it needs more detail	Jared Kubicka-Miller	Rewritten	4/29/2015

Comments for CIC Meeting 5.18.15

	Course/Program Title	Comments	Requestor	Follow-Up	Date
Action #19	SPAN 201 Intermediate Spanish I	For CE- could it state that it is the beginning intermediate-level of spanish rather than college-level? Should the lab content list example topics of the DLAs?	Darlene Diaz		
		Omit the second "develop" in Course Purpose	Maureen Roe	Fixed	4/20/2015
		Are 201 and 202 shared with SAC, and if so, are they also adding a lab component?	Laney Wright	Addressed in council	n/a
Action #20	SPAN 202 Intermediate Spanish II	For CE- could it state that it is the intermediate-level of spanish rather than college-level? Should the lab content list example topics of the DLAs? SLO#4- I am not sure what it is stating. What does "...communicate at the intermediate level topics..." mean? SLO#1- I think <i>critically</i> can be removed and begin with <i>analyze</i> will suffice the taxonomy. Objective box #1- is <i>improve</i> an objective? Overall, many of the objectives seem like they should be content.	Darlene Diaz		
		In 201 and 202, the first objective says "refinement" which is a noun. I think the objectives are verbs; what the students should do. Maybe "refine"?	Laney Wright	Fixed	4/3/015
Action #22	Computer Science, Associate in Science	cap Computer Science in in text of program of study? Is not capped in program outcomes	Barbara Sproat	Removed CAPs	5/14/2015
Action #23	Computer Science, Certificate of Achievement	Can we have a COA and an AS degree that both prepare students for the same major? It seems the AS degree prepared the student since he/she can transfer soon after rather than the COA. Also, is it ok for the verbaige to be identical?	Darlene Diaz	Addressed in council	n/a

Comments for CIC Meeting 5.18.15

Course/Program Title	Comments	Requestor	Follow-Up	Date
	cap title of certificate in text of program of study Computer Science capped at end of text of program of study, but not at end of program outcomes	Barbara Sproat	Removed CAPs	5/14/2015