

*Cabrillo College*

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# *Curriculum Handbook*

Fall, 2005

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*Includes:*

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IESTA

*and*

- *Assistance in Curriculum Development*
- *Cabrillo College Style Guide*
- *Student Learning Outcomes*

August 29, 2005

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*A message from the Vice President, Instruction*

This manual was prepared to assist faculty in the preparation of curricular materials for Cabrillo College students. It contains California Community College regulations, Cabrillo College regulations, plus best practices identified by the State Community College Academic Senate. Further, it gives precise directions for using FIESTA, Cabrillo's locally developed curriculum software and database. We hope that the manual will meet your needs. I, as well as the deans of instruction, division deans, and the instruction procedures analysts, am available to assist you.

Renée Kilmer  
Vice President, Instruction  
Fall, 2005

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## The Mission of Cabrillo College

Is to enhance the intellectual, cultural, and economic vitality of our diverse community by assisting all students in their quest for lifelong learning and success in an ever-changing world.

Our purpose is to provide an accessible and effective learning environment which aids students in their pursuit of transfer, career preparation, personal fulfillment, job advancement, and retraining goals.

Our core values are academic freedom, critical and independent thinking, and respect for all people and cultures.

Our commitment is to encourage excellence, offer a balanced curriculum, promote teaching methods for diverse learning styles, and involve and enrich our community.

## Functions:

### Primary Functions:

- **Transfer Education:** to provide lower division general education and major preparation courses leading to an associate degree and/or to transfer to a four-year college/university;
- **Vocational Education:** to provide education and training in selected occupational fields leading to job entry, advancement, retraining and certification, and to associate degrees;

### Essential to the Primary Functions:

- **Basic Skills Education:** to provide transitional education programs and courses for students needing preparation to succeed in college-level work;
- **Student Support Services:** to provide student support services that enhance student success.

## Authorized Function:

- **Noncredit Education and Self-Supporting Programs:** to offer continuing education responsive to the professional, cultural, and developmental needs and interests of the community.

## Who's Who in Curriculum

### Membership

The curriculum proposal process requires the teamwork and effort of many different faculty members and administrators. What follows describes those involved, with an explanation of their duties and responsibilities.

### Originator

This individual is a faculty member who recognizes the need for curriculum change and would like to make that change a reality. The primary duties of an originator are to:

1. Consult with all fellow department members, other faculty members and the division dean while developing and/or changing curriculum.
2. If the originator has no experience with the Fiesta curriculum database, contact TLC to arrange training. Or arrange training through Division Coordinator.
3. Consult with Articulation Officer regarding transferability issues or with occupational advisory committee regarding occupational preparation issues.
4. Assemble and input into Fiesta database all relevant supporting information on required forms to comprise a complete curriculum proposal.
5. Course originator; after consulting with Articulation Officer, may forward a GE request to Academic Council after Curriculum Committee action. Recommendations are forwarded to Faculty Senate.
6. Analyze the curriculum proposal for clarity and completeness.
7. Propose the curriculum to the division and revises if necessary.
8. Attendance at the Curriculum Committee meeting is highly encouraged to clarify any questions that may arise during discussion of the proposal.

**NOTE:** While fiscal considerations are not considered in course approvals, relevant fiscal information should be included in your proposal.

**Division Curriculum Committee Representative:**

The primary duties of a division curriculum committee member are to:

1. Provide advice, consultation, and explanation about curriculum proposal procedures to an originator
2. Act as liaison for the division in matters concerning Curriculum Committee actions and procedure.
3. Represent the division at Curriculum Committee meetings.
4. Verify that the curriculum proposal satisfies Curriculum Committee standards for format and supporting evidentiary documentation.
5. Train a successor for the position of division representative.
6. Prepares a summary of findings for their division's proposals and presents them to the College Curriculum Committee.

**All divisions must be represented at Curriculum Committee to constitute a quorum.** Representatives must secure substitutes if they are unable to attend a Curriculum Committee meeting.

**Division Members**

At a division meeting prior to the start of instruction, curriculum proposals should be discussed, and they must be approved or modified, or rejected by a majority vote. Divisions must scrutinize curriculum to ensure its consistency with the program and division goals. The division subcommittee should report back to the entire division their concerns with regard to curriculum sent forward. No proposals should be sent to the full curriculum committee without division review.

**Division Dean**

The division dean oversees the administration of an entire instructional division. This responsibility includes making decisions concerning curriculum offered by the disciplines of a division, as well as facilitating curriculum innovation and responsiveness.

The primary duties of a division dean are to:

1. Seek to resolve conflicts within the division and with other divisions concerning curriculum issues.
2. Evaluate the administrative, financial, and philosophical consequences and impact of a curriculum proposal.
3. Determine if a curriculum proposal is consistent with the academic plan of the division as well as the college.
4. Consult with the Vice President, Instruction, regarding curriculum proposals that have major programmatic implications or changes, as well as proposals where potential conflict may arise.
5. Confer with the appropriate faculty or program heads about curriculum proposal implications.
6. Ensure proper curriculum proposal review by the appropriate faculty or program heads occurs before submission to collegewide curriculum committee.
7. Provide to curriculum initiator timely feedback about the merits and feasibility of the curriculum proposal.
8. Ensure that appropriate course numbers are assigned to new proposed curriculum .
9. Determine that a Content Review Form has been completed appropriately for courses with requisites.
10. Review and modify, when appropriate, model programs in the catalog in consultation with Articulation Officer or Occupational Advisory Committee and Department.
11. Approve designation for stand-alone status for new courses proposed (if they are to be included in approved electives list or sent to Chancellor's office for approval).
12. Recommend the approval or disapproval of curriculum proposal to Vice President, Instruction as indicated by their signature on the proposal.

### Instructional Deans

The Deans examine, evaluate, and recommend potential curriculum innovations to faculty in assigned area and determine if curriculum proposals are consistent with university or employment requirements. The primary responsibilities are as follows.

1. Provide advice, consultation, and assistance to faculty.
2. Determine if a curriculum proposal is consistent with labor market demands and/or transfer requirements.
3. Seek to resolve interdepartmental curricular conflicts.
4. Evaluate the administrative, financial, and philosophical consequences and impact of curriculum proposals.

### Division Coordinators

Division Coordinators are responsible maintaining office copies of all curriculum proposals submitted. They are responsible for submitting and tracking:

1. All proposals completed and approved by the division and revisions that are made to courses, hard-copy files of all curriculum.
2. Maintaining file records in hard copy of all active course outlines.
3. Serve as a resource person in the use of Fiesta at the Division level. NOTE: Division Coordinators do NOT input curriculum proposals.

### Vice President, Instruction

The Vice President, Instruction, oversees the administration of instruction and the curriculum development process. The primary responsibilities are to:

1. Seek to resolve inter-divisional curricular conflicts.
2. Evaluate the administrative, financial, and philosophical consequences and impact of new and changing curriculum proposals.
3. Determine if a curriculum proposal is consistent with the educational master plan of the district.
4. Consult with Division Dean and faculty regarding curriculum proposals and their implications for the college.
5. Ensure proper review by Division Dean, Director of Library and Learning Resources, Director of Computing Resources, Curriculum Committee Chair, and Articulation Officer.

6. Attend Curriculum meetings and assist Curriculum Committee's deliberation.
7. Recommend approval or disapproval of curriculum proposals to Superintendent/President.
8. Submit new program proposals to the Council of Instructional Planning for review.
9. Present materials for submission to the Governing Board.

### Instructional Procedures Analyst

The Instructional Procedures Analyst is the college staff member responsible for maintaining the college wide curriculum accountability at all levels.

1. Responsible for the design, development, and maintenance of the college curriculum database (FIESTA).
2. Present regular formal and informal training sessions for faculty in the use of FIESTA database.
3. With the Curriculum Committee Chairperson, coordinates the annual of college curriculum cycle.
4. With the Instructional Procedures Analyst (Schedule), plans the interface between curriculum changes and schedule production.
5. Track all curriculum proposals submitted to Instruction.
6. Review all curriculum submissions for completeness and accuracy.
7. Compile materials to be considered by the Curriculum Committee.
8. Present new course materials to the state for review, and insures that materials are complete and accurate.
9. Facilitate and track program inventory and courses approved by the state.
10. Insure that approved revisions and new courses are accurately input into Datatel system.
11. Compile governing board report of recommended curriculum.
12. Coordinate the annual production of the College *Catalog* and the *Schedule of Classes* through the galley process.
13. With the Curriculum Committee chair, submits Curriculum Committee information for inclusion in the web site.

### **Director of Library and Learning Resources**

The director of library and learning resources reviews all new course proposals and revisions with new or updated text requirements to determine the adequacy of college learning resources in relation to the proposal.

### **Manager of Technology Services, Computing Resources**

The manager of technology services in computing resources reviews curriculum proposals identified with technology requirements to determine the adequacy of computing resources for the proposal.

### **Articulation and Duties of Articulation Officer**

Articulation is a process whereby universities formally agree to accept community college courses in lieu of their own for lower division credit in specific majors or as general education. Articulation agreements ensure that a transferring student will be granted credit for community college work and thus progress efficiently toward earning a baccalaureate degree. Sound articulation practices are the foundation of a successful transfer program.

The Cabrillo College articulation officer is responsible for overseeing and coordinating the articulation process.

The primary duties of the Articulation Officer are to:

1. Initiate, develop, and revise transfer course agreements, General Education and breadth agreements, major and departmental preparation agreements, and course-by-course agreements with other institutions of learning.
2. Review all transfer and Associate Degree model programs to verify accuracy.
3. Serve as the primary conduit and point of contact whenever articulation issues arise.
4. Annually update lists of General Education transfer courses with CSU and UC.
5. Analyze curriculum proposals for course transferability.

6. Review curriculum proposals for GE requests and assist originators with criteria and process for CSU General Education and IGETC requests.
7. Updates all General Education handouts and assure accuracy of information on transfer and GE status of courses in the *College Catalog* and *Schedule of Classes*

## **Curriculum Committee**

The Curriculum Committee is a standing subcommittee of the Faculty Senate, which has primary responsibility for curriculum matters. The Curriculum Committee reviews and makes recommendations on all new course proposals; changes to course department, title, hours, numbers, prerequisite, corequisite, recommended preparation, and description; curriculum deletions; inactivations; and program changes.

### **Voting members include:**

**Chair**, appointed annually by the Faculty Senate

- (1) **Faculty representative** from each college division
- (1) **Counselor** representative
- (1) **Articulation Officer**
- (1) **Librarian**
- (1) regularly enrolled **student**

### **Non-voting members include:**

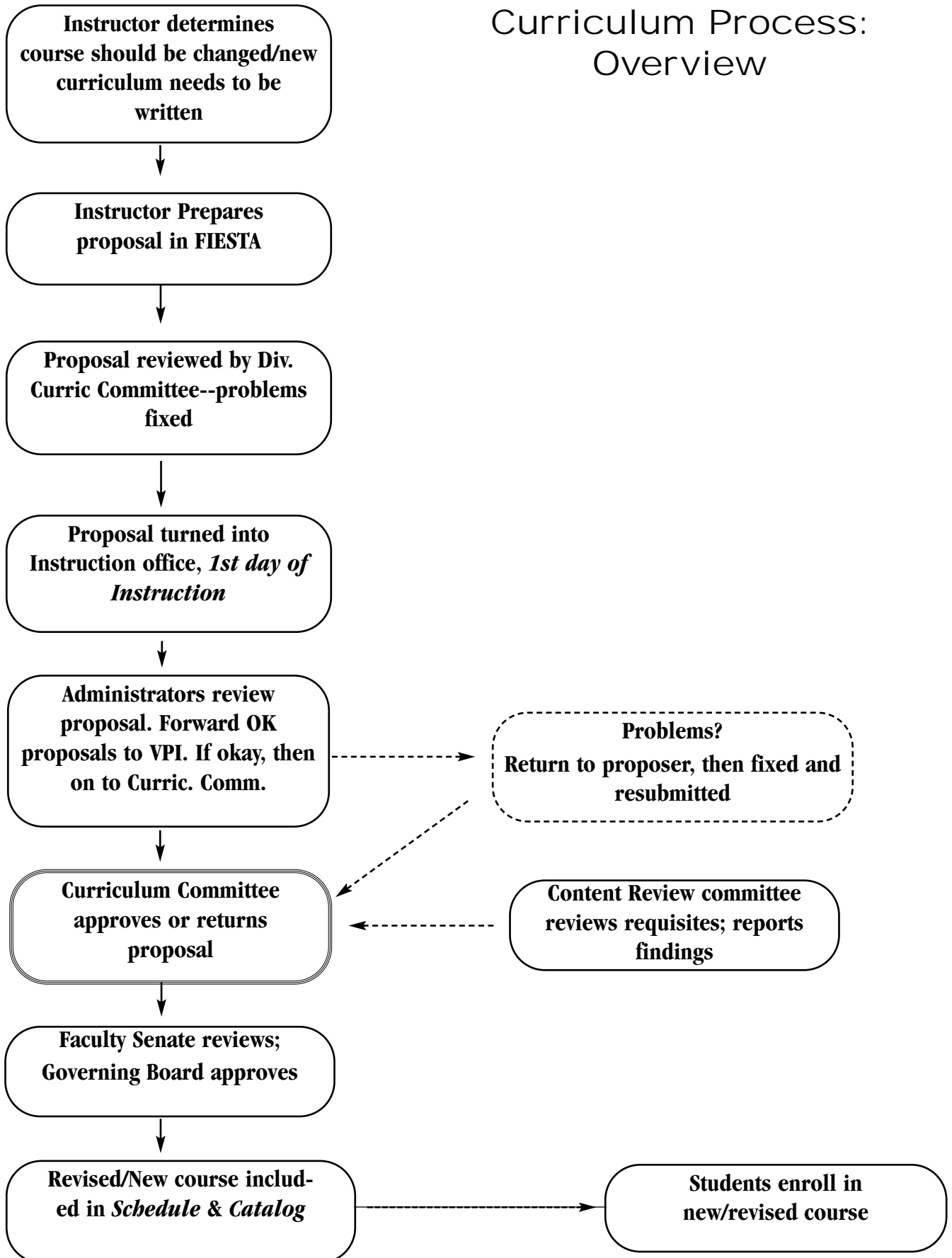
**Vice President, Instruction**

**Instructional Procedures Analyst (resource)**

**Instructional Confidential Assistant (notes)**



## Curriculum Process: Overview



### Role of the Curriculum Committee

- Development, review, and recommendation of all curriculum to the governing board
  - Meet student needs in basic skills, general education, transfer, and occupational areas
  - Be attuned to need for change while guarding against transitory, faddish or disruptive pressures
- Report to senate, division, faculty-at-large
- Review and resolve disputes over cross discipline course proposals
- Review all materials forwarded by subcommittees
- Look at fiscal impact as information only
- Vote on curriculum proposals based on Title 5 standards
- Forward notes on procedures to Faculty Senate

### Curriculum Committee Chair:

The primary duties of the chair are as follows:

1. Preside over Curriculum Committee meetings.
2. In conjunction with the Instruction office, create, update and distribute the curriculum calendar annually.
3. Update the curriculum handbook with the Instruction Office.
4. Establish training sessions for new committee members with the Instruction Office.
5. Promote awareness of the curriculum proposal process.
6. Plan the Curriculum Committee agendas collaboratively with the Instruction Office.
7. Present Curriculum Committee recommendations to the Faculty Senate via proposal lists and Curriculum Committee minutes.
8. Maintain Curriculum Web site with relevant information for members:

<http://www.cabrillo.edu/facsenate/currichome.html>

### Academic Council

The Academic Council, a standing subcommittee of the Faculty Senate, acts on matters that affect academic standards, grading practices, probation, readmission and other special considerations dealing with academic concerns.

### Voting members include:

- Vice President, Instruction
- Director of Admissions and Records
- Two (2) Counselors or advisors
- Two (2) Faculty member from each division
- Two (2) Regularly enrolled students
- Articulation officer

A primary duty of the Academic Council in relationship to curriculum is to determine if a course meets the General Education criteria for the AA and AS degrees, CSU General Education and IGETC. The council studies and evaluates curriculum proposals for General Education requirements. It scrutinizes each proposed course for adherence to philosophical as well as empirical requirements for general education.

The Academic Council conducts formal evaluations of the entire General Education program every two years. It recommends modifications to area criteria, area course requirements, and overall AA and AS general education requirements.



The chair of the Academic Council is appointed by the Faculty Senate President and is responsible for the following:

1. Plan and preside over Academic Council meetings.
2. Create and distribute the agenda of the council.
3. Present General Education recommendations to the Faculty Senate.
4. Ensure that General Education curriculum deadlines coincide with catalog deadlines. This requires coordination between the Articulation Officer, Academic Council, and the Office of Instruction.

The Academic Council recommends courses for inclusion in the CSU GE patterns and IGETC. Committees at the universities make final decisions.

### **Occupational Advisory Committees**

These committees provide assistance to occupational programs in planning and goal setting, maintaining cooperative relationships between industry and the instructional programs, and in obtaining community support for the programs. The members of these committees may recommend curriculum proposals or modifications to program faculty. In consultation with faculty, committees review and modify all occupational programs in the College *Catalog*.

### **Content Review Subcommittee**

This subcommittee of the Curriculum Committee reviews all Content Review Forms to validate pre-and corequisites in accordance with state mandated standards. The subcommittee reports the results of its review to the Curriculum Committee for action.

### **Student Learning Outcomes Subcommittee**

A subcommittee began in the Fall of 2004 to review and recommend revisions to Student Learning Outcomes. This subcommittee will report results to the Curriculum Committee for action. SLOs are to be included on all new course proposals and all courses undergoing the instructional planning process. Other course revisions may address SLOs, however, it is not required.

## **The Stages of Curriculum:**

### **Proposal Review**

Curriculum proposal review is a sequential, hierarchical process, requiring the cooperation of several review groups. By working in conjunction with one another, these groups identify, define, and refine proposal content. This review ensures that the proposal meets all required standards and qualifies for final consideration by the Governing Board. The following explains the review stages for curriculum proposals and the rationale behind them.

### **Department's Review**

1. Curriculum proposals originate from faculty members at the department level.
2. Faculty members apply their academic expertise while reviewing proposed curriculum. Department review of must occur before the proposal is forwarded to the division for consideration
3. Program Chairs should sign all curriculum proposals indicating that they have been considered by interested members of the department

### **Division Review–Role of Division Curriculum Subcommittees**

- Forward to Curriculum Committee a summary form similar to that used by the content review subcommittee
- Where issues exist, forward a short text statement regarding issues from division subcommittee
- Divisions may publish lists of curriculum under consideration to division members
- Ensure department discussion prior to submission to division subcommittee

Terms of office for Curriculum Subcommittee members should be 3 years, with staggered starting dates. Divisions should ensure that new members of Curriculum Subcommittee receive adequate training.

### **Curriculum Committee Chair**

1. Curriculum Committee Chair, with the Instruction Procedures Analyst, is responsible for tracking all curriculum proposals.
2. The Chair facilitates meetings by signatories for review and comment (Instructional Deans, Manager from Computing Resources, Articulations Officer, Curriculum Committee Chair, Vice President for Instruction, and Requisite Review Subcommittee).
3. With the Vice President, Instruction, the Curriculum Committee Chair has final signature approval of all curriculum proposals.

### **Instruction Office**

1. The Instruction Procedures Analyst prepares and distributes all curriculum handouts.
2. With the Curriculum Committee Chair, the Vice President, Instruction, has final signature approval of all curriculum proposals.

### **Curriculum Committee Review Process**

1. The committee reviews all proposed curricula. Curriculum Committee will apply pre-existing, adopted polices as guidelines for its review.
2. The committee reviews and acts on all subcommittee reports.
3. The committee provides recommendations to the Faculty Senate.
4. The Office of Instruction coordinates the implementation of computer blocking of prerequisites.
5. The Vice President, Instruction submits curriculum to Superintendent/President, who makes recommendations to the Governing Board.
6. The Instruction Procedures Analyst implements changes in college catalog and class schedule.
7. The Vice President ensures the maintenance of current college curriculum records.

### **Academic Council**

1. Based on Faculty submittals, the council recommends courses for inclusion in General Education patterns.

### **Faculty Senate Review**

1. The Faculty Senate reviews a synopsis prepared by the Instructional Procedures Analyst of the Curriculum Committee's activities to determine if procedures were followed appropriately and reviews Academic Council recommendations.
2. The Faculty Senate votes and when approved, forwards its recommendations to the Vice President, Instruction.

### **Final Sequence of Events for the Semi-Annual Curriculum Process:**

Curriculum proposals are developed by the academically qualified faculty suited to address the proposal matters under consideration. This normally occurs within a department of a division and requires department-level approval before forwarding to the division level. Division-level approval is required before a curriculum proposal can be processed further. In addition, the course originator, after consulting with Articulation Officer, must forward GE requests to Academic Council, either concurrently or after a course is adopted by the college.

After gaining division-level approval by vote, the Division Dean forwards curriculum proposals to the Office of Instruction for review and comment by the signatories.

Courses with new or changed requisites are submitted to the Content Review and Requisite Subcommittee for review. The subcommittee submits recommendations to the Curriculum Committee for action. In addition, the Student Learning Outcomes review committee reports their findings.

The Curriculum Committee reviews proposals for information and action and forwards a recommendation to the Faculty Senate for review and approval.



The Faculty Senate forwards its final recommendation to the Vice President, Instruction, who submits curriculum material to the Governing Board. This recommendation contains Academic Council input on General Education considerations.

After board approval, if the course is intended to become part of the CSU GE pattern or IGETC, it is forwarded to the Articulation Officer for submittal to the universities. If the course is accepted, the Articulation Officer notifies the college community.

### **Curriculum Deadlines for All Curriculum Meetings**

1. Divisions determine division deadlines for division review.
2. Division Curriculum subcommittees must review and generally vote on curriculum at the division meeting held during Flex week of the new semester.
3. Division Coordinators then forward all approved curriculum to the Instruction Office by the 1st day of instruction for full-term semesters.
4. There will be at least three to four meetings each semester of the entire Curriculum Committee. All changes and new courses will be considered at the first two meetings. Changes due to Instructional Planning and changes will be considered later in the semester. The Campus wide curriculum deadline is usually the first day of instruction for the fall and spring semesters. Additional deadlines and meeting dates are included in the Instruction Production Calendar, prepared by the Instructional Procedures Analyst and distributed to the Division Coordinator and Deans.

### **Developing Curriculum Proposals**

During the Fall and Spring semesters of the academic year, the entire Curriculum Committee will meet for five or six times each semester. Meeting times are scheduled at the discretion of the Curriculum Committee chair or the Curriculum Committee.

### **Action Items**

Curriculum Committee will consider the following action items:

### **Course changes:**

- Course title
- Course number
- Units
- Hours
- Pre or co requisites, limits in enrollment, recommended preparation
- Course description
- Repeatability
- Course objective
- Course content

### **Course deletions/ inactivation/reactivation**

**Program Creation** (State approval is also required)

### **Program deletion**

A proposal will be presented to the Curriculum Committee recommending that each proposal have a “reading” at one meeting and be voted upon at a subsequent meeting. It is the responsibility of the Division Representative to insure that any questions raised by the Curriculum Committee are answered before a proposal is voted upon.

### **Directions for Developing Curriculum Proposals: Curriculum policies and procedures**

The first section includes explanations of requirements for curriculum, the second describes the components, and the third section provides detailed directions to complete the required curriculum forms. These forms can be used for the following:

- New courses
- Course or program revisions, deletions, inactivations, reactivations, certificate, degree program modifications
- Content Review Forms
- Coversheets

## Requirements

When reviewing curriculum, the committee members should consider the following:

- Does the course format meet the accepted requirements?
- Is the content educationally sound and appropriate for community college students?
- Are the units appropriate for the content?
- Do the prerequisites are appropriate for content and meet state criteria?
- Is the course description adequately, yet succinctly describes the purpose of the course?
- Are the needs statement (reason) adequately documents the need for the course and addresses all appropriate guidelines (i.e., G.E., new course proposal guide lines, *Title 5*) ?
- Do the course requirements specify detailed direction for completing requirements?

## Title 5 Guidelines for Curriculum

As of July 1, 1988, Title 5 regulations mandate classification of individual courses by exercising curriculum review. Courses are classified into the following categories:

1. Credit courses applicable to A.A. and A.S. degrees.
2. Credit courses not applicable to A.A. and A.S. degrees.
3. Noncredit courses.
4. Community education (fee supported) courses.

See page 3 of the *Program and Course Approval Handbook* published by the Chancellor's Office for more information regarding degrees. The handbook can be found at [www.cccco.edu](http://www.cccco.edu), click on "agency" then on "academic affairs and instructional resources," then on "credit program and course approval," then on "reference materials."

All associate degree applicable courses must belong to one of the following categories:

1. Lower division courses accepted toward the Baccalaureate Degree by the California State University and/or University of California.
2. Courses that apply to the major in non-baccalaureate occupational fields.

3. English or ESL courses only I level below ENGL 1A.
4. Mathematics courses at the level of Math 154 or higher.
5. Credit courses in English and mathematics taught in or on behalf of other departments and which require entrance skills equivalent to those necessary for the courses of sections (3) and (4).

Faculty members are responsible for determining if curriculum outlines meet Title 5 requirements for credit courses. The following Title 5 criteria apply to credit courses:

1. Critical thinking skills.
2. College level learning skills, vocabulary, and educational material.
3. Appropriate entry-level skills and course prerequisites to include eligibility for associate degree-level English and mathematics courses.
4. Grading based on demonstrated subject matter proficiency to include essays and other demonstrations of skill where applicable.
5. An appropriate unit credit value assigned to a course. The unit credit value reflects consideration given for independent student effort such as homework, reading and writing.
6. Fostering appreciation for cultural diversity (racial, ethnic, gender, disabilities, etc.) through commitments that encourage and reflect pedagogy including, but not limited to, course content, learning materials, and speakers.

### Components:

#### Course File, Catalog Information, Course Outline Abbreviation (for course designation)

Course abbreviation must be consistent with the form used in the *College Catalog* and *Schedule of Classes*.

#### Course Number

- Courses numbered 1 through 99 are transferable to the University of California (UC) and the California State Universities (CSU)
- Courses numbered 100 to 199 are non-transferable courses
- Courses numbered 200 to 299 are non-degree applicable
- Courses 500 to 599 are non-credit

### Suffixes

Suffix letters identify closely related sequential courses: ENGL IA, IB

**Note:** Course numbers MUST be unique. Please check with Instructional Procedures Analyst if in doubt.

### Course Title

The title should clearly identify the course to the public, as well as to other educational institutions. It also identifies the new course content and, therefore, differentiates it from other similar content.

### Grading System

Grades are earned in each course and are recorded on the student's permanent record. Evaluation of student achievement will be made in relation to the attainment of the specific course objectives. At the beginning of a course, the instructor will explain these objectives and the basis upon which grades are determined. Grade definitions are as follows:

Evaluative Symbol	Grade Points
<b>A</b> - Excellent	4.0
<b>B</b> - Good	3.0
<b>C</b> - Satisfactory	2.0
<b>D</b> - Passing, less than satisfactory	1.0
<b>F</b> - Failing	0.0
<b>CR</b> - Pass (at least satisfactory - units awarded not counted in GPA). This grade is assigned to those courses in which student achievement is evaluated on a Pass-No Pass basis rather than a letter grade (A, B, C, etc.). CR-NC courses are also designated in the announcement of course section of the Catalog	
<b>NC</b> - No Credit (Less than satisfactory, or failing - units not counted in GPA). Not attaining course objectives. (Does not affect grade point average at Cabrillo)	
<b>Option</b> - Student can choose to get a letter grade, or a designation credit or no credit	

**Grade Scheme:** Select one: letter only, CR/NC, optional letter or CR/NC, or a noncredit class that is not graded. Note: Courses that are not CR/NC, Optional letter are the only courses designated as such in the college catalog.

**Units and Hours** (based on a 16 week semester plus 1 week flex) A unit of credit is a timed and/or competency based, quantitative measure assigned to courses or course equivalent learning. Although certain exceptions are readily acknowledged, the most generally acceptable determinant of credit seems to be student time or competency. The following criteria are to be used in determining units, hours, and categories of instruction:

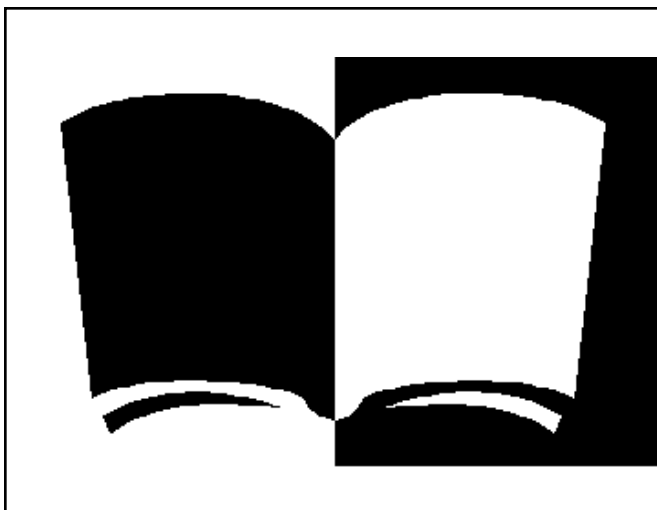
**1. Lecture:** One unit of credit is given for each hour per week of lecture. The whole class is uniformly engaged in the academic activity (i.e., dissemination of information); for every hour of class, there is an expectation of two hours of work outside class.

**2. Lecture-Laboratory:** One unit of credit is given each two hours per week of lecture-laboratory. The whole class is uniformly engaged in an academic activity that integrates dissemination of information and guided, hands-on experience; for every two hours of class there is an expectation of one hour of work outside class.

**3. Laboratory:** One unit of credit is given for each three hours per week of laboratory. Students work independently, with individual guidance from an instructor on a need or request basis (not uniformly); there is no expectation of work outside of the three hours of class.

However, some community colleges (including Cabrillo) have assigned a unit of credit for fewer than three hours a week of laboratory or activity, in certain courses where it is expected that students will do some homework, but not as much as in a traditional lecture course. For instance, in a computer applications course which is primarily laboratory, there may nonetheless be a certain amount of reading involved outside of class. The college might thus award one unit of credit for only two hours per week of hands-on computer instruction, as long as the instructor assigns one hour per week of out-of-class study. There is no prohibition against this practice. However, it must be used with caution, particularly in regard to transferable laboratory courses. In the natural sciences, it is standard university practice to base the number of units awarded only on the in-class hours. Any alteration of this relationship for such a course could jeopardize its acceptability for major or general education purposes at the four-year level.

**NOTE:** Both the mode of instruction and the expectation of outside class work (Title 5 minimum of three hours of work per week including class time for each unit of credit") are equally important and should be obvious in the course outline.



### Course Catalog Description

The course description is a brief explanation of the course. It clearly identifies critical or key content areas. Information about teaching methods and procedures not directly related to course content should not be included in a description. Following are guidelines for writing course descriptions in the college catalog:

1. Maximum length two to three short phrases or sentences, **approximately 25 words in length**
2. Active voice
3. Present tense
4. Phrases or full sentences are appropriate
5. If sentences are used, subject is normally understood, not expressed (e.g., "Covers all aspects of subject..." rather than "This course covers all aspects..")

#### Avoid:

1. Descriptive or imperative words/phrases, like learn to..., explore..., designed for..., Students will learn....
2. Jargon or exclamatory adjectives, such as exciting, wonderful, action-packed.
3. Redundancy: don't repeat information that is in title or other parts of description (such as listing number of units, prerequisites, transfer credit, etc.)
4. Questions: "Do you want to learn how to...?"

In a cost-savings measure, current practice is to print only the first sentence in the Schedule of Classes. It is not appropriate to write extremely long, cumbersome, run-on sentences as the first sentence of a course description. Such descriptions are likely to be rejected by the Curriculum Committee and require rewriting.

Examples of well-written descriptions found in 2005-2006 Cabrillo College *Catalog*:

**CIS81:Networking Fundamentals and Theory (Cisco CCNA I):** Presents networking standards, concepts, topology, media and terminology including LANs, WANs, the OSI model, cabling, IP addressing, subnetting, network hardware and various protocols. First course in the Cisco Networking Academy CCNA curriculum which is a prerequisite for some of the MCSE/MCSA and SAIR Linux certification courses. Additional information on networking theory and protocols beyond that of the basic Cisco Networking Academy Semester I course, leading to a more detailed understanding of networking.

or

**PHILO14: Non-Western Philosophical Traditions**

Introductory survey of non-western philosophies--especially India, China, Japan--and their relevance to contemporary western experience.

**NOTE:** *Schedule Of Classes* Course descriptions are taken from the first sentence of the description (25 words or less.) Longer, more in depth course information will be published in the *Cabrillo College Catalog*.

**Prerequisites/Corequisites/  
Recommendations/Enrollments**

Prerequisites and corequisites cannot be suggested. The Subcommittee on Requisites shall determine the appropriateness for prerequisites and corequisites.

1. **Prerequisite** courses are those courses that a student must satisfactorily complete with a grade of "C" or better before registering in another course. Passing grade level does not need to be stated in the prerequisite as it is assumed.
2. **Corequisite** courses are courses a student must take concurrently with another course.
3. **Recommended Preparation** are those courses that a student should complete, but are not required to complete before registering for another course.
4. **Limits on enrollment** may occur for courses that involve public performance or intercollegiate competition, including but not limited to band, orchestra, theater, competitive speech, chorus, journalism, dance, and intercollegiate athletics; courses that carry an honors designation; or blocks of courses or course sections designed to create a specific student group.

**Course Content or Topics**

Course content is a brief outline of the major topics covered in a course. The content should be supportive of the course goals and the course description.

Especially important for those courses for general education credit:

- Information about teaching methods and procedures directly related to course content, demonstrating critical thinking, showing integration, synthesis, relationships, and interdisciplinary connections should be included in expanded description.

- Use phrases or full sentence descriptions to 1) show the logical relationship of ideas; 2) to ensure depth and coherent development of content and form, and 3) to make the course content and form assessable and understandable to colleagues.
- Course objectives must be clearly reflected in the content of the course. Check the list of course objectives against the outline to verify a direct correlation between the topics and/or activities and the achievement of the objectives.
- Outline the course content, including essential topics, major subdivisions and supporting detail. When appropriate, indicate amount of time or relative emphasis each topic generally receives.

### Methods of Instruction:

The purpose of this component is to relate the methods used in the course lecture, laboratory, distance education, mediated (taught via another medium such as television), etc.

### Assignments:

List typical assignments required outside of class involving reading, writing—including demonstrations of ability to use symbol systems (logic, math, music) or to apply skills—and other activities. Assignments should reflect the department's minimum expectations for students and serve as a guide for faculty in developing their own syllabi.

**NOTE:** Degree-applicable courses *must* include tasks/assignments that require students to think critically and apply concepts taught in the course. Indicate that the class will require at least 3 hours work per week per unit.

### Repetition of Courses

A course may be designated as repeatable up to 3 times for a total of 4 takes if:

- (1) The district identifies the course as repeatable in the *College Catalog*.

- (2) The district determines and certifies that the course is one in which the course content differs each time it is offered, and that the student who repeats it is gaining an expanded educational experience for one of the two of the following reasons:

- (a) Skills or proficiencies are enhanced by supervised repetition and practice within class periods and content must vary with each course offering or
- (b) Active participatory experience in individual study or group assignments is the basic means by which learning objectives are obtained.

- PE and ATH Courses are repeatable per subject matter
- VAPA courses are repeatable per course is part of transfer sequence
- ESL and basic skills courses are not repeatable
- Vocational courses are repeatable
- Classes for students with disabilities are repeatable under some circumstances
- Courses required for re-certification or re-licensing are repeatable



## Course Objectives

List desired outcomes in behavioral or performance terms. i.e., what a successful learner is able to do upon completion of the course. While instructors may vary in their approach to course material, the department as a whole should specify abilities or competencies expected of all students in the course. Evidence of critical thinking should be included in course objectives and examples of assignments.

For degree-applicable course: specify objectives that require students to think critically and to apply concepts taught in the course to new situations.

For purposes of defining "critical thinking," the student will be expected to perform one or more of the following exercises as evidence that critical thinking is required in the course.

- Anticipate    -Improvise    -Analyze**
- Synthesize    -Explain    -Evaluate**
- Deduce valid conclusions**
- Compare and contrast**
- Apply principles**
- Solve novel problems**
- Justify    -Critically assess    -Interpret**
- Identify, anticipate, and pose problems**

## Methods of Evaluating Objectives

1. Procedures for evaluating student performance should measure the degree to which the student achieves the course objectives.
2. Methods of evaluation must be consistent with the course objectives and provide an appropriate means to measure achievement of the objectives.
3. For course objectives that involve skills and the "ability to do things," evaluated by observation of performance, state the level of competency required.
4. Methods of evaluation must include a final evaluation procedure.

**NOTE:** For degree-applicable courses, grades must be based on demonstrated proficiency in the subject matter and the ability to demonstrate that proficiency, at least in part, by:

- a) Substantial writing assignments, including essay exams(s), written homework, research paper(s), laboratory or reading report(s)
- OR** b) Computational or non-computational problem-solving exercises, including exam(s), laboratory report(s), fieldwork, homework problems **OR** c) Skills demonstrations, including class performance(s), field work, performance/proficiency exam(s).

## Textbooks

1. Specify text and references or list texts and references that the department has evaluated and determined to be representative of the kinds of college level materials appropriate for the course.
2. For purposes of defining "college level," the curriculum Committee will accept:
  - a. Texts, readers, materials, etc. that have been adopted at other accredited two- or four-year colleges for use in parallel transferable courses, or
  - b. Instructors may provide different evidence, such as reading level analysis, publisher's certification, skill level or other evidence to be submitted to the Curriculum Committee for approval
  - c. Use of a vocabulary at a level equivalent to that found in college level reading materials
  - d. Text is an established classic in a given field

- e. Text is a standard college text (determination of the status "standard college text" may be achieved by appearance on a standard college publisher's list.)
- f. Text is a primary source
- g. Department shows that use of a text is appropriate by reference to the widespread practice of four-year colleges or a properly conducted job analysis of the relevant occupation. In the latter case, course texts would need to be at a level of competence and complexity to merit being considered as "postsecondary" by the occupational advisory committee. When the materials do not fit into any of these categories, the department may provide justification of the appropriateness of the college materials.

3. Cite the course text using this format:

#### **Printed Books, one author**

*Author. Title. Place of publication: Publisher, Publication year.*

Randolph, Mary. *Dog Law*. 3rd ed. Berkeley: Nolo Press, 1997. ISBN 0873376161.

Welch, James. *Winter in the Blood*. New York: Harper & Row, 1974. ISBN 0140086447.

#### **Printed Books, two+ authors**

*Author, and Author. Title. Place of publication: Publisher, Publication year.*

Jakobson, Roman, and Linda R. Waugh. *The Sound Shape of Language*. Bloomington: Indiana UP, 1979. ISBN 3110172852.

#### **Printed Books, editor**

*Editor, ed. Title. Place of publication: Publisher, Publication year.*

Cortez, Eladio, ed. *Dictionary of Mexican Literature*. Westport: Greenwood Press, 1992. ISBN 0313262713.

**Note:** Book titles should be either underlined or *italicized*. When you enter this information into **Fiesta**, the book title will automatically appear in italics on the printed course outline.

- 4. This section should contain a list of supporting references using the format cited above.

#### **Criteria for GE Courses**

To qualify, the following statements shall serve as the criteria for the inclusion of courses in specific Cabrillo College general education. The GE rationale will show how the course meets the criteria for the specific GE area. NOTE: This criteria also applies to courses being recommended for CSU general education.

#### **Criteria for Transfer Courses**

Transferability to the university is contingent upon a review of the course outline by the 4 year university. To ensure that Cabrillo courses will transfer and articulate with university courses, a lower division parallel course taught at either the CSU or UC system school must be cited within the course proposal. If a CSU course is cited and is an acceptable parallel by the Articulation Office, the course will be listed as CSU transferable. If a UC course is cited, the course outline must be submitted to the UC Office of the President for approval. Until approval is received, the course transfer designation will be—Transfer Credit: CSU, UC, pending approval.

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### **Area A. Communications and Critical Thinking**

Instruction approved for fulfillment of the requirement in communication should concern itself with both the content and the form of communication, with both written and oral communication, and with a variety of relevant parameters defining the nature and purpose of communication. These parameters should include social, psychological, rhetorical, logical, interpretative and evaluative influences. Courses in this area should address the issues of effective versus ineffective communication, adequate versus simplistic, philistine and prejudiced versus informed and aware. Instruction in critical thinking should be designed to achieve an understanding of the process of logical reasoning and should teach how to distinguish between valid and fallacious reasoning, between fact and judgment, and between belief and knowledge. Courses satisfying this requirement should enable the student to identify cogent and weak arguments and to appraise both the subject under study and interpretations and assessments of the subject. Either implicitly or explicitly, courses in this area should address the question of the relationship between emotions and thought when making or appraising a claim. The goal is to develop the student's capacity to appreciate the essential role in life of discourse based on reason and to see the ways in which reason and emotion, rhetoric and logic can legitimately interact. Mathematics courses that satisfy this requirement should, in addition to teaching basic computational skills, encourage the understanding of basic mathematical concepts and of the process of quantitative reasoning.

### **Area B. Natural Science**

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

### **Area C. Humanities: The arts, literature, philosophy and foreign languages**

Instruction approved for the fulfillment of this requirement should cultivate intellect, imagination, sensibility and sensitivity. In part, is meant to encourage students to respond subjectively as well as objectively to experience and to develop a sense of the integrity of emotional and intellectual response. Students should be motivated to cultivate their affective as well as cognitive physical faculties through studying great works of the human imagination, which could include active participation in individual aesthetic, creative experience.

Equally important is the intellectual examination of the subjective response, thereby increasing awareness and appreciation in the traditional humanistic disciplines such as art, dance, drama, literature, and music. The requirement should result in the student's better understanding of the interrelationship between the creative arts, the humanities, and self. Studies in these areas should include exposure to both Western and non-Western cultures where relevant.

### **Area D. Social and Behavioral Sciences**

Instruction approved for fulfillment of this requirement should reflect the fact that human social, political and economic institutions and behavior are inextricably interwoven. Problems and issues in these areas should be examined in their contemporary as well as historical setting, including both Western and non-Western contexts.

### **Area E. Lifelong Understanding and Self Development**

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

## Multicultural List

1. Courses that are already identified as general education courses for the A.A. and A.S. degrees at Cabrillo may be submitted to the Academic Council for inclusion on the Cabrillo multicultural list.

Contact the Articulation Officer to obtain forms and preparation criteria for submittal to the Academic Council.

## Writing General Education Course Outlines

Where to Begin:

### Is your course a general education course?

Look at the "Criteria for General Education Courses." Look at your course outline for past semesters when you have taught the course. What is of conceptual importance in your subject area? Can you include the teaching of critical thinking, breadth of historical, cultural, gender-based material, varied teaching methodologies within your course? If you can't or don't want to work these General Education criteria in, perhaps your course isn't a GE course.

### Work together to eliminate duplication of effort

If the course you wish to revise is one in a sequence, probably all of the courses should be revised at one time. Check with your division chair to determine what other faculty members should be working with you on revising the series. Some parts of the outlines will contain the same statements. For example, assignments for all of the courses may be of a similar (or the same) format. Your resource sources are your division chair, your Curriculum Committee representative, and the Academic Council.

### Format: Follow the standard format

Course outline format is given in the Curriculum Handbook and available in your division office.

## Addition of Necessary Components to Basic Content of Course

### The course outline should be unified and coherent.

All items in the outline should be related to/refer back to the catalog definition of the course. The catalog definition of the course should be a general 25-word statement that fully defines the material covered. All items that follow in the outline should specify parts of the definition of the course. In the outline, you will proceed from the most general statements in (I) to the most specific statements that indicate how the student learns the material (in Assignments, and Methods for Evaluation). For example, if your catalog description includes such terms as culturally diverse, global phenomenon, or world wide, the reader should expect to see that coverage reflected in the Course Objectives and in the Course Content.

### Your course should be an introduction to your discipline:

Consider this: if your course were the only course that a student took in your discipline, would it give more than an introduction to the central ideas of your discipline? Would it enable her/him to know more than what one ordinarily knows about your subject?

### The critical thinking component should be evident throughout the outline:

The Title 5 Subcommittee is looking specifically for the inclusion of the teaching of critical thinking skills in the course.

### Historical, cultural and gender material should be included to guarantee the breadth of the course:

Stated very simply, the content of your course should be placed within the context of the world. The connections of course content to history, cultures, and genders should be very clearly and specifically spelled out throughout the course outline. Remember that the teaching methodology needed to get these concepts across should also be specified.

**The varieties and types of teaching methodologies used to get this content across to the student should be clearly indicated:**

How the student gains the knowledge and skills listed above should be indicated throughout the course outline. Use a variety of methodologies - oral and written work, oral presentation, group work - besides the lecture method.

# Style Guide

**For use with the *Cabrillo College Catalog*, *Curriculum Proposals/Outlines*, and the *Schedule of Classes***

## A

### acronyms

Leave out the periods between letters. (NAACP, not N.A.A.C.P.)

Use acronyms only if they're widely known or are spelled out on the first reference.

Do not follow the full reference with the acronym in parentheses, but use the acronym on the second and later references.

### addresses

Address elements should appear in the following order:

Name  
Title  
Office  
Cabrillo College  
Address  
City/state/zip

### or

Dale Attias  
Instructional Procedures Analyst  
Building 1000, Mezzanine Room 2  
Cabrillo College  
6500 Soquel Drive  
Aptos, CA 95003

### advisor, not adviser

Advisor is the preferred spelling.

### **affect, effect**

As verbs, affect means to influence and effect means to put into place (as in to effect change). As nouns, effect is a result and affect is a technical psychological term. In general, effect is the noun you need, affect is the verb you need.

### **a.m., p.m.**

Always lowercase, with periods. Exception: *Schedule of Classes* is stated 10:00AM-12:30PM.

### **ampersand (the & symbol)**

Use only when part of a proper name, like AT&T.; write out Computer and Information Systems.

### **annual**

*First* should not be used with *annual*; an event has to have happened before to be annual.

Annual should not be capitalized in a description of yearly events, unless it is part of the official name. (This is the 41st annual Cabrillo Music Festival.)

## **B**

## **C**

### **capitalization**

You should capitalize:

- titles before person's name. (Dean of Instructional Development, Margery Regalado-Rodriguez)
- official names of departments. (Department of History) (but a history major)
- University of California (*but* a California university)
- ethnic groups. (African American, Asian American, Caucasian, Irish, Hispanic)
- actual course titles. (Introduction to Musical Theatre)
- majors, specializations, or concentrations of study. (She's majoring in Sociology with a concentration in Women's Studies.)

- academic and honorary degrees. (Associate Degree in History, Skill Certificate in Computer and Information Systems)
- titles after a name. (Manuel M. Osorio, Vice President, Student Services)
- general department or committee names. (Physics Department, the Governing Board, Faculty Senate)

### **You should not capitalize:**

- semesters. (fall semester, spring semester)
- directions when referring to compass points. (Go north on 41st Avenue.)
- board names when not a proper name. (board of directors)
- references to class subjects. (I flunked my psychology test.)
- second references if not using the proper name. (the center, the college, the department, the institution, the committee, and the board of directors)
- references to general education requirements. (He finished his general education courses.)
- general or generic program names. (honors program, tutoring program)

### **catalog**

Not catalogue. When describing the Cabrillo College *Catalog*, only the word "catalog" is italicized (because it is a book title.)

### **comma**

Use commas to separate items in a series. (The proposal included many important points, including the cost of the project, the main pros and cons, and the merits of the project.)

The comma is used before *and* or *or* so that it is clear that the items are separate.

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**compounds**

Join up common compounds such as lifestyle, lifelike, headache, statewide, mastermind.

Hyphenate self-, half-, and all- adjective compounds. (self-conscious, half-baked, all-inclusive)

See the *Chicago Manual of Style* for more examples and exceptions.

**corequisite**

No hyphen between co and requisite.

**course outlines**

When writing course outlines for curriculum, please follow these specific rules:

- Prerequisites and Corequisites always use the four letter uppercase abbreviation for the department name and number (i.e. ENGL 100; READ 100; MATH 154)
- Recommended Preparation course names should be upper and lowercase.
- When writing course descriptions, do not exceed 25 words in the first sentence. Be clear. Use either phrases or sentences.
- When writing text for Objectives, Content, and Assignments sections, always number individual elements.
- Numbering for Objectives, Content, and Assignments sections should have only one space between the period of the number and the beginning of the text.

e.g. 1. Students understand it is time to surf when waves are huge.

- End each element in all of these sections with a period or without a period; either is acceptable, however, be consistent throughout the entire outline.

**course work**

Two words

**D****dates**

- Place a comma between the day and the year. (April 1, 1992, not April 1 1992)
- Do not place a comma between a month and year when no date is given. (April 1992, not April, 1992)
- Use only figures to identify a date; don't add letters to the numerals. (May 23, not May 23rd)
- List dates in month/day/year format. (May 23, 1992, not 23 May, 1992)

**decades**

Use 1960s, 60s, or the sixties, not 1960's or the '60s.

**decision making**

Without the hyphen it's a noun. (I am in the process of decision making.)

With the hyphen it's an adjective. (I am in the decision-making process.)

**degrees**

Uppercase degree names. (Associate Degree in History)

Use apostrophe on Associate's Degree, Bachelor's Degree.

Abbreviate as A.A., B.A., B.S. Exception: MBA.

**degree titles**

Use "Art History" when talking about art program. Use art history when talking about the program in general.

**different from**

Things and people are different from each other, not different than each other.

**directions**

When giving directions lowercase the points of the compass. (Go west on Soquel Drive.)

### **disabilities**

Use *disability*, not *handicap*.

Use *disabled*, not *handicapped*.

Use *person with a disability*, not *disabled person*, *the disabled*, *suffers from*, *afflicted with*, *victim of*.

Write *uses a wheelchair*, not *confined to a wheelchair*, or *wheelchair-bound*.

### **Distance-learning**

State distance-learning courses as, “May be offered in a distance-learning format.” Note there is a hyphen between *distance* and *learning*

## **E**

### **ensure, insure**

Ensure is to guarantee, insure is to buy an insurance policy. (We ensure that you’ll have a good time at Fun-O-Rama, but we won’t insure your life.)

### **ethnic issues**

Refer to people’s ancestral countries, not the color of their skin. (African, Spanish, Hispanic, Mexican, Irish, French, etc.)

Refer to ethnic groups as open compounds, such as Asian American. Hyphenate when used as an adjective.

### **e-mail**

Use it with the hyphen. On business cards uppercase as E-mail, but in text write as e-mail.

Set address in lowercase because addresses are not case sensitive and lowercase letters are easier to read. In text italicize these addresses as in *www.cabrillo.edu*

## **F**

### **fax**

Written as fax in text, but Fax on business cards.

### **fundraiser, fundraising**

This is never hyphenated and is always one word. (We helped with the fundraiser.)

## **G**

### **gender questions**

- Avoid using he/she, s/he, and other combinations to represent both sexes. It’s better to rewrite the sentence to avoid mentioning a specific gender. Use he or she or rewrite the sentence to use they.
- When referring to humanity as a whole avoid the use of man or mankind. Instead, use human beings, humanity, women and men, people, or individuals. Also, replace manmade with artificial, handmade, machine-made, manufactured, constructed, or produced, as appropriate.
- Avoid terms that assume that the male is the standard. For example, use author for both male and female writers. Eliminate the use of coed.
- Use chair or chairperson when possible, not chairman or chairwoman, unless one of those terms is the official term that a group or committee has for the position.

### **grade point average or GPA**

Written without hyphens or periods. Unlike most acronyms, GPA is acceptable on first reference.

## **H**

### **homepage**

One word.

### **hopefully**

Avoid using this; it means “in a hopeful manner,” not “I hope.”

### **hours or units**

Always use numerals when referring to credit hours. (3 credit hours, not three credit hours; 3 units, not three units)

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**hyphenation (not)**

Vice president, continuing education, student services, and financial aid are not hyphenated.

**I****imply, infer**

Speakers imply what listeners infer.

**Internet**

Always capitalize. Preferred to WWW.

**italics**

- Italicize names of books, newspapers, journals, films, full-length plays, symphonies, operas, ships, and airplanes.
- Use quotation marks for titles of articles, poems, songs, one-act plays, TV programs, and sculptures.

**it's, its**

It's is a contraction for "it is." (It's hot in here.)

Its is a possessive. (The bird turned its head.)

**J****K****L****Library**

Use the correct building title: Robert E. Swenson Library.

**majors**

Uppercase majors, disciplines, programs, specializations, or concentrations of study. (She studies Physics. She is studying Sociology with a concentration in Women's Studies.)

**millions, billions**

The correct format in text is \$12 million, not twelve million dollars or \$12,000,000.

**musical works**

In classical music the works are referred to with a capitalized Major and a lowercased minor. (Aria in G Major, Sonata in G minor.)

**N****net**

Not the Net or the 'net. Internet, with a capital "I," is preferred above others (including the WWW)

**non**

This prefix is not hyphenated. (Nonmajors, not non-majors)

Exceptions: when a double "n" is created, as in non-native.

**nonprofit**

This is one word and is not hyphenated.

**numbers**

- Write out numbers one through nine, use figures for numbers 10 and above.
- Avoid using a number at the beginning of a sentence. Rewrite the sentence (Ten things I like about vs. I like ten things about you)
- Write out first through ninth, use figures starting with 10th.
- Use numerals for dollar amounts (\$5, not five dollars)
- Use commas in numbers larger than 999. (1,234, not 1234)
- Use numerals for credit hours. (3 credit hours, not three credit hours)

## O

### offices

On second references use *the department*, or a general office name, rather than repeating the full name over and over. (i.e. The Instruction Office gives information to incoming students. Students can get more help from that office. **or** The Nursing Department is located in the 1500 building. The department is responsible for helping students and faculty within that area of study.)

### online

Not “on-line” or “on line”.

### over, more than

*Over* should be used with statements of location. (She drove over the hill.)

*More than* should be used with quantities. (More than 50 people, more than \$50 million)

## P

### percent

In text use percent instead of %. Write it as one word. Use % in tables or charts.

### phone numbers

Write phone numbers with parentheses for the area code, as in (831) 479-6225 and one dash between first three and second four numbers only.

### pre

This prefix is not hyphenated.

### prerequisite

Spell out word in catalogs and course listings. (not prereq.)

## Q

### quotation marks

Punctuation marks that go outside the quotation marks: colon and semicolon. (He wrote a list of “things to do”: run errands, do laundry, etc.)

Punctuation marks that go inside the quotation marks: comma, period.

Exclamation points and question marks go outside unless they’re part of the quoted material. (What was your reaction when he said “You’re fired”?)

## R

### regions

Capitalize North, South, East, West, and Midwest, etc., when they refer to a defined geographical region. (The South, but southeast California)

## S

### seasons

Lowercase the names of the seasons. (winter, spring, summer, fall)

### self-

Always hyphenate self-worth, self-image, and similar terms.

### semesters

Lowercase when used alone with no date (spring semester). Uppercase when used with a date (Spring 2001).

### semicolons

Use semicolons when the items in a series contain commas. (She’s earned degrees from the College of Agriculture; the College of Architecture, Planning, and Design; and the College of Business Administration.)

### states

Spell them out in text. (California rather than CA.)

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**T****Textbook Citations: Books****Printed Books, one author**

*Author. Title. Place of publication: Publisher, Publication year.*

Randolph, Mary. *Dog Law*. 3rd ed. Berkeley: Nolo Press, 1997. ISBN 0873376161.

Welch, James. *Winter in the Blood*. New York: Harper & Row, 1974. ISBN 0140086447.

**Printed Books, two+ authors**

*Author, and Author. Title. Place of publication: Publisher, Publication year.*

Jakobson, Roman, and Linda R. Waugh. *The Sound Shape of Language*. Bloomington: Indiana UP, 1979. ISBN 3110172852.

**Printed Books, editor**

*Editor, ed. Title. Place of publication: Publisher, Publication year.*

Cortez, Eladio, ed. *Dictionary of Mexican Literature*. Westport: Greenwood Press, 1992. ISBN 0313262713.

**the**

In text, lowercase *the* before an organization name or publication title. (I read *the San Jose Mercury*.)

**theater vs. theatre**

Use theater when referring to a location (the theater building). Use theatre when referring the subject discipline (Theatre Arts)

**times (other than the Schedule of Classes)**

8 a.m., not 8:00 a.m.

Don't use o'clock. (10 o'clock)

Lowercase and use periods for a.m. and p.m.

For noon: 12 p.m. For midnight: 12:00 a.m.

In the *Schedule*, time is stated, *11:10AM-12:40PM* because the *Schedule* download was designed that way.

**titled, entitled**

They are not interchangeable. (Eric Lax's book is titled *Woody Allen: A Biography*. Employees are entitled to certain benefits.)

**titles**

Use the courtesy title Dr. only when the degree name does not follow the person's name. (Angela Smith, Ph.D.; not Dr. Angela Smith, Ph.D.)

Courtesy titles such as Mr., Mrs., Ms., and Miss are not used in either first or subsequent references.

**U****underway**

One word.

**United States**

Use U.S. only when it is used as an adjective.

**university**

Lowercase, except in proper names.

**URLs**

- In a sentence, set in italics so that the address stands apart, except in a directory listing (like a business card).
- Addresses are case-sensitive.
- When long URL won't fit on a single line:
  1. Recast the sentence so the URL can be listed flush-left.
 

Contact us on the web:  
*<http://www.cabrillo.edu>*
  2. Break after a slash, before a period, or after a colon so it's obvious that the address continues. **Don't insert a hyphen.**

3. Don't add a period to the end if it is not part of the address. You can avoid this problem by putting the address in the middle of the sentence.

## V

### vice

Vice president and other titles are written as two words, and lowercased except when written before a name. (Vice President, Business, Pegi Ard or Pegi Ard, vice president, business, answered all questions.)

## W

### web

Lower case. Not the Web. Preferred: Internet.

### which, that

Essential clauses use that, nonessential clauses use which and are set off by commas. (This is the house that Jack built. Jack's circular house, which he built, is the only one of its kind.)

### wide

Do not use a hyphen to separate this suffix. (campuswide, not campus-wide)

### wintersession

Lowercase when used alone with no date (wintersession). Uppercase when used with a date (Wintersession 2001). Do not use hyphens (wintersession, not winter-session)

World Wide Web (but Internet preferable)

Three words with caps.

On second reference: web is preferred over WWW.

If you use WWW, capitalize it.

## X

## Y

### years

1992 to 1993 or 1992-1993, not 1992-93.

1920s, not 1920's

70s, not '70s or 70's.

## Z

### zip plus four

Use the additional four numbers when they are available. They are used by campus mail and USPS to sort mail faster and more accurately.

## For more information

Dumond, Val. *The Elements of Nonsexist Usage: A Guide to Inclusive Spoken and Written English*. New York: Prentice Hall Press. 1990.

Miller, Casey and Kate Swift. *The Handbook of Nonsexist Writing*. New York: Barnes and Noble Books/Harper and Row. 1980.

Skillin, Marjorie E. and Robert M. Gay. *Words Into Type*. 3rd ed. Englewood Cliffs, NJ: Prentice-Hall, Inc. 1974.

University of Chicago Press. **The Chicago Manual of Style**. 14th ed. Chicago and London: University of Chicago Press, 1993.

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*Directions for Using***To log into Fiesta:****On campus: type in the URL line:****fiesta****Off campus: type****<http://fiesta.cabrillo.edu>**

Your login and password for FIESTA are **NOT** your regular login. Speak to your program chair, division coordinator or dean to get your login information. Or call Dale Attias at 477-5679.

Big Hint: Where do you work? Who is your boss?

**How to print a course outline:**

From the main screen of FIESTA click on the “browse” button. Select your department from the pull down menu.

The screen that opens will contain all the pending proposals for your department. To open a pending proposal, click on the course name (underlined). To open a list of the active courses for your department, click on **Browse active [YOUR DEPARTMENT] courses**, located in the upper right hand area of the screen.

A new window will open, showing all the active courses for your department. You have two choices. You may:

- n Click on the word **Revise** next to the course number, and a copy of your active course will be added to the course proposal list. It is this copy that you use to make changes to an active course.
- n Click on the word **Outline** and a new browser window will open, showing a printable course outline for the course. Use your browser’s print function to print a copy of an active course.

**Revise an existing (active) course:**

If you click Revise, FIESTA will let you know that a copy of the course has been created. Click the “OK” button, and then click **Browse [YOUR DEPARTMENT] proposals**. You’ll find your course outline ready to revise.

Note: The date and time you created your proposal will be posted next to the course title. This is particularly helpful when you have more than one proposal to the list. This date and time is revised each time you “save” a proposal.

To make your actual revisions, click on the Course Title. A new window will open and present the full course outline screen.

It is essential that you complete the following information on the course outline:

- Your reason for the proposal. Keep it simple and to the point.
- Your name and e-mail address.
- Check the small box at the start of the page if “This is a degree-applicable course”. Degree applicable courses are any course numbered 1-199.
- It is not important that you check the box “This course is included in an approved electives list” for a course revision.
- Make sure the student hours *and* teaching units are included in every proposal.

**ACTION PROPOSED:** You can “revise”, “inactivate”, “deactivate” , or make a “new” course in FIESTA. Do not select “unknown” or “cleanup”. They are used in FIESTA administration.

**RESOURCES NEEDED:** Note any resources this revision will be adding. For instance, you might be adding a computer laboratory to an existing course. In that case, you should state this on the outline. It is a good idea to speak with Ray Rider, Manager, Technology Services about computing needs and Johanna Bowen, Library Director, about Library (LRC) resources.

Please note when the course will be taught.

**REVISED AREAS:** Please make sure you check box all the areas you are planning to revise.

**TRANSFERABILITY:** This information needs to be included on new course proposals only.

**COURSE DESCRIPTION AND REPEATABILITY:** This should be the Catalog course description, including information about distance information. The abridged *Schedule of Classes* description will be taken from the first sentence of the description (should not to exceed 25 words.) Specifics for writing course descriptions can be found on page 13 in this handbook.

**REPEATABILITY:** Is generally 1-4 takes per class. See page 18 of this handbook for more information on how often a course may be repeated. There is a field after the repeatability number where you may add information about repeatability. For instance, some classes have 4 takes with a statement in the field saying, “Thereafter may be audited.” The final information on the course outline will read, “May be taken 4 times. Thereafter may be audited.”

**REQUISITES:** Select any prerequisite, corequisite, or recommended preparation you feel is appropriate for this course. All courses numbered 1-199 should contain the recommended preparation, “Eligibility for ENGL 100 and READ 100” unless they have an English/Reading requirement at another, higher level. When revising requisites, content review forms must be completed for all revisions. When revising courses for Instructional Planning, content review of requisites is required. However, when revising course without revision to requisites, content review is not required. More on content review can be found on the content review directions to follow.

**STUDENT LEARNING OUTCOMES:** A very complete usage guide for Student Learning Outcomes follows the FIESTA instruction. Student Learning Outcomes are required for all new courses and all courses undergoing Instructional Planning. Other course revisions may address SLOs, however, it is not required.

**OBJECTIVES:** It is up to you to write the objectives for your course. See page 19 of this handbook for more information about objectives. FIESTA gives you a number of words to stimulate your thinking about objectives.

**CONTENT TOPICS:** It is up to you to write the content topics for your course. See page 17 for more information about Content Topics.

**METHODS OF INSTRUCTION:** Check the boxes that apply to your course. See page 18 for more information about Methods of Instruction.

**SUBSTANTIAL WRITING ASSIGNMENTS:** Are either “APPROPRIATE” or “not appropriate (in your narrative below, make sure to indicate an alternate set of demonstrable skills which can validate your evaluation of learning)” This means that if you select “not appropriate” you will need to fill in a set of demonstrable skills in the field below the buttons. Below the field, FIESTA offers you some possible information to include in the field.

**ASSIGNMENTS:** Detail in the boxes a list on in-class and out-of-class assignments.

**IN AND OUT OF CLASS HOURS:** See page 15-16 for more information about course hour requirements.

**REPRESENTATIVE TEXTS:** See page 19 for information about textbooks. The field for “title” does not seem to be Italics, but when you print the course outline, the book title will be italicized. All college courses must have at least one representative text. There is a link to [www.amazon.com](http://www.amazon.com) for your use adjacent to the textbook field. Use it to locate ISBN numbers, and to make sure you are including the latest information about the text(s). There is a field below textbooks for your use for non-traditional texts (i.e. a “reader” to be sold at the college bookstore can be described in this field.)

**SAVE:** You have completed the course outline portion of a FIESTA proposal. **SAVE** your work! You can click any of the **SAVE** buttons on the screen. When you do, your curser will be placed at the top of the proposal.

**DELETE PROPOSAL:** Is found at the bottom of the proposal screen. This is the only place you can remove a proposal.

**PRINT:** You have the option to print either a full course outline (appropriate for **NEW** courses only) or a side-by-side comparison (appropriate for **REVISIONS** only). You can also print these pages from the (blue) Proposals Pending screen listing all the department’s proposals.

### To create a proposal for a **NEW** course:

On the (blue) Proposals Pending screen click on the link to **Create a new [YOUR DEPARTMENT] course.**

FEISTA will send you directly to a blank proposal screen.

It is essential that you complete the following information on the course outline:

1. Add your Division from the pull down list.
2. Your reason for the proposal. Keep it simple and to the point.
3. Your name and e-mail address.

4. Check the small box at the start of the page if “This is a degree-applicable course”. Degree applicable courses are any course numbered 1-199.
5. It is not important that you check the box “This course is included in an approved electives list” for a course revision.
6. Make sure the student hours and teaching units are included in every proposal.

**ACTION PROPOSED:** Select make a “new” course in FIESTA. Do not select “unknown” or “cleanup”. They are used in FIESTA administration.

**RESOURCES NEEDED:** Note any resources this new course will require. Contact Ray Rider, Manager, Technology Services about computing needs and Johanna Bowen, Library Director, about Library (LRC) resources for their valuable insights.

Please note when the course will be taught for the first time.

**REVISED AREAS:** Do not check *any* areas on a “new” course proposal!

**TRANSFERABILITY:** Parallel course information must be included on new transfer level course proposals (numbered 1-99.) Contact Mary Ellen Sullivan at 479-6272.

### **COURSE DESCRIPTION AND REPEATABILITY:**

This should be the Catalog course description, including information about distance information. The abridged *Schedule of Classes* description will be taken from the first sentence of the description (not to exceed 25 words.) Specifics for writing course descriptions can be found on page 13 in this handbook.

**REPEATABILITY:** Is generally 1-4 takes per class. See page 18 of this handbook for more information on how often a course may be repeated. There is a field after the repeatability number where you may add information about repeatability. For instance, some classes have 4 takes—with a statement in the field saying, “thereafter may be audited.” The final information on the course outline will read, “May be taken 4 times. Thereafter may be audited.” There are some courses for students in vocational areas and with disabilities that have more than 4 takes.

**REQUISITES:** Select any prerequisite, corequisite, or recommended preparation you feel is appropriate for this course. All courses numbered 1-199 should contain the recommended preparation, “Eligibility for ENGL 100 and READ 100” unless they have an English/Reading requirement at another level. When revising requisites, content review forms will have to be completed for all revisions. When revising courses for Instructional Planning, content review of requisites is required. However, when revising course without revision to requisites, content review is not required. More on content review can be found on the content review directions to follow.

**OBJECTIVES:** It is up to you to write the objectives for your course. See page 19 of this handbook for more information about objectives. FIESTA gives you a number of words to stimulate your thinking about objectives.

**CONTENT TOPICS:** It is up to you to write the content topics for your course. See page 17 for more information about Content Topics.

**METHODS OF INSTRUCTION:** Check the boxes that apply to your course. See page 18 for more information about Methods of Instruction.

**SUBSTANTIAL WRITING ASSIGNMENTS:** are either “APPROPRIATE” or “not appropriate (in your narrative below, make sure to indicate an alternate set of demonstrable skills which can validate your evaluation of learning)” This means that if you select “not appropriate” you will need to fill in a set of demonstrable skills in the field below the buttons. Below the field, FIESTA offers you some possible information to include in the field.

**ASSIGNMENTS:** Detail in the boxes a list on in-class and out-of-class assignments.

**IN AND OUT OF CLASS HOURS:** See page 15-16 for more information about course hour requirements.

**REPRESENTATIVE TEXTS:** See page 20 for information about text books. The field for “title” will not appear to be italics on screen, however, when you print the course outline, the book title will be italicized. All college courses must have at least one representative text. There is a link to [www.amazon.com](http://www.amazon.com) for your use in the textbook field. Use it to locate ISBN numbers, and to make sure you are including the latest edition information about the text(s).

There is a field below textbooks for your use for non-traditional texts (i.e. a “reader” to be sold at the college bookstore can be described in this field.)

**SAVE:** You have completed the course outline portion of a FIESTA proposal. **SAVE** your work! You can click any of the **SAVE** buttons on the screen. When you do, your cursor will be placed at the top of the proposal.

**DELETE PROPOSAL:** If found at the bottom of the proposal screen. This is the only place you can remove a proposal.

**PRINT:** You have the option to print either a full course outline (appropriate for **NEW** courses only) or a side-by-side comparison (appropriate for **REVISIONS** only). You can also print these pages from the blue proposals screen listing all the department’s proposals.

## Cover Sheets:

### All Curriculum Proposals require a coversheet.

From the (blue) Proposals Pending screen, click on the word cover to the right of the proposal title. A new window will open in your browser, displaying a printable version of the coversheet. Use your browser's print function to print the coversheet. When completed, close the window by clicking on the "X" in the upper right hand area of your screen (PC). You'll be returned to the Proposals Pending screen.

**Staple all proposals! No paperclips, please**

## Content Review:

It is necessary to include completed content review forms for all new courses, all revisions to courses that make any change to requisites, and all courses being revised as a part of the Instructional Planning Process.

**The forms for content review must be completed in FIESTA. The old "Word" forms are no longer accepted by the Content Review Committee.**

Cabrillo's content review of requisites process is required by Title 5 regulations. The subcommittee of the Curriculum Committee meets each semester to review the rationale behind each requisite.

**There are three types of content review forms.** They are:

- Recommended Preparation of Eligibility for ENGL 100 and READ 100.
- The very common requisites are:
  - MATH 154
  - MATH 152
  - ENGL 255
  - ENGL 100
  - ENGL 1A/ENGL 100

and

- Unique requisites.

To access the content review section of FIESTA click on the **Browse [YOUR DEPARTMENT] Content Review Files**

located in the upper-right hand area of the (blue) Proposals Pending screen.

A new window will open, revealing the current content review proposals for your department.

**Note:** the Instructional Procedures Analyst does not maintain this area of FIESTA. It is your Division's responsibility to keep this orderly and tidy. Please delete duplicate versions of content review forms.

## ADDING COURSE TO CONTENT REVIEW

If your course is not already on the proposals list, click on **Add a course** to this list located in the upper-middle of the screen. A new window will open and request that you add:

Fill out this screen completely:

- Department
- Course Number
- Course Title
- Preparer(s) (you!)

The date will automatically populate the date field.

## For Proposals Frequently Used Requisites (MATH and ENGL)

1. Check the box next to, "This is a degree applicable course, therefore recommended preparation includes eligibility for English 100 and Reading 100." NOTE: This is the ONLY way to generate the ENGL 100 and READ 100 form. It is quite small and easily overlooked. Remember that almost all courses number 1-199 require this recommended preparation.

2. If you wish to use either the frequently used ENGL or MATH courses, make your choices from this screen. You will need to:

- a. Select the ENGL or MATH course number
- b. Determine what type of requisite (prerequisite, corequisite, or recommended preparation) your course requires.

After you have selected your “Frequently Used Proposals,” or if you have none of this type of proposal, click the “SUBMIT” button. You have now generated a form to be filled out for these commonly used requisites, and FIESTA will automatically return you to a selection screen where you can add (edit) the specifics of your content review. On this screen you will see only one proposal. From here you can:

- Add the specifics for your frequently used requisites or
- Add unique requisite information

### **Recommended Preparation: Eligibility for ENGL 100 and READ 100:**

If you have properly checked the small box for Eligibility for ENGL 100 and READ 100 on the ADDING A COURSE TO CONTENT REVIEW screen, you will now see a link stating: **Eligibility for Engl100/Read100**. Click on that link, and a new window will open, the Form to be filled out for this requisite.

1. Check boxes must be filled out in each colored block of the form.
  
2. You must check at least ONE BOX in each of the following areas:
  - Writing skills
  - Reading skills
  - Assignments
  - Problem-solving Demonstrations
  - Skill Demonstrations
  - Examinations

When you have checked all the appropriate boxes, click “SAVE”. FIESTA will save your work and return you to the top of the form. To **PRINT** a copy of this form, click on **Printable version** (in a new window). The printed copy of your form will appear, then use your browser’s print function to print it.

### **For Other Frequently Used Requisites:**

You must identify the frequently used requisite on the initial “Frequently Used Proposals” area from the first screen. It will then appear on the selection screen where you can edit it. Your requisite will appear here with the requisite course name and the type of requisite it is, such as, **ENGL IA pre-requisite**.

**Click** on the link, and a form will open that you must fill out describing what it is about ENGL IA that makes it appropriate as a prerequisite for your course.

On this form you will see the prerequisite course content and topics stated on the left hand side of the screen. On the right hand side are corresponding blank fields. Using objectives, content/topics area of your “target” course, you must develop **three relationships** between the prerequisite course and the “target” course. Type the corresponding objectives, and content/topics, including their number from your course outline in this field. When you have completed listing all the corresponding requisites, click the “**SAVE**” button. FIESTA will save your work and return you to the top of the form. To **PRINT** a copy of this form, click on Printable version (in a new window). The printed copy of your form will appear, and you can use your browser’s print function to print it.

## For Unique Requisites:

You can identify the unique requisite on the initial “Frequently Used Proposals” area from the first screen. Or you can click **add a requisite** to identify a requisite course.

To edit or fill out the form, you need to click on the requisite name (underlined) as it appears on the right hand side of the window. Click on the link, and a form will open that you must fill out describing what it is about the unique requisite course that makes it appropriate as a requisite to the target course.

On this form you will see the prerequisite course fields on the left hand side of the screen. On the right hand side are corresponding blank fields for the target course. Using objectives, and content/topics area of your requisite course, you must develop three relationships between the prerequisite course and the target course. State at the top of the field if you are using content or topics, and use the number from the course outlines. It is ok to use both content & topics on this form. Add the corresponding objectives, content/topics, including their number from your course outline in right hand, target course field. You must complete three relationships between the requisite course and the target course.

When you have completed listing all the corresponding requisites, click the **SAVE** button. FIESTA will save your work and return you to the top of the form. To **PRINT** a copy of this form, click on Printable version (in a new window). The printed copy of your form will appear, and you can use your browser’s print function to print it.

## Final Proposals:

Your final curriculum proposal from Fiesta will contain:

1. **Cover Sheet**, signed by you, your Curriculum Committee representative and your Dean.
2. **Course outline**
  - side-by-side for revision
  - full outline for new courses
3. **Content Review forms** if required
4. Full **outlines for requisite courses** is highly appreciated by the content review committee.

## Always STAPLE OUTLINES:

Never, EVER submit paper clipped or clamped proposals!

## Questions? Problems? Suggestions?

Dale Attias, Instructional Procedures Analyst is available to answer your questions via e-mail: **[dale@cabrillo.edu](mailto:dale@cabrillo.edu)** or telephone **477-5679**.

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## General Information on Student Learning Outcomes

In the new Accreditation Standards, a Student Learning Outcome (SLO) describes the:

- ❑ knowledge
- ❑ skills
- ❑ abilities
- ❑ attitudes

that students have attained by the end of any set of college experiences – classes, occupational programs, degrees and certificates and even encounters with Student Services or the Library. The stress is on what students can **DO** with what they have learned, resulting in some sort of product that can be evaluated.

Faculty must articulate student learning outcomes for each **course**, each **occupational program** and each **degree** and **certificate** that the school offers. Then, they must design assessments or evaluations that provide students with an opportunity to demonstrate what they have learned. Evaluating those assessments gives information to both the student and to the faculty member about how successful the learning experience has been.

In the classroom, the new Accreditation Standards require that SLO's become an integral part of every syllabus. SLO's should also act as a guide for classroom activities and direct classroom assessments or evaluations.

### **Theory**

This approach to teaching believes that “covering” material during a course does not necessarily **guarantee** that students learn it. The instructor has delivered the course, but how do we know if the students have truly absorbed the material, or better yet, can apply it? The new Accreditation Standards state that success and retention are no longer considered an accurate way of answering that question. Success is determined by students emerging from courses with integrated, higher learning skills that they can **demonstrate** to others. Those demonstrations are the proof that they have truly learned.

Another keystone of the theory is the belief that students perform better when they know exactly what is expected of them, including what they will be required to do and how it will be evaluated. What defines an A, B or C paper or project should be public knowledge. This concept of **transparency** is key to using SLO's successfully in the classroom.

The final key concept is **practice**. Before being evaluated on an SLO, students should have the opportunity to practice the skill or tasks that compose it.

### **Practical Experience**

Feeling bewildered by all this? Confused? Skeptical? You're in luck! Many of your fellow Cabrillo faculty have actually had some practical experience with this approach to teaching through the Learner Outcomes Summer Institute. Most scoffed in the beginning, but found that this teaching model was useful and that it worked. Their experience shapes the materials you'll find in this workbook.

Beginning in 1999, Cabrillo began exploring the use of SLOs in the classroom through the Institute. The sixty faculty trained by the institute discovered that this "new" approach to learning was actually something they had been doing all along, but with a few new wrinkles. Every instructor possessed well-defined goals and grading criteria, but many had not put them in writing or taken the step to share them with students. Most Institute faculty found that using SLOs did not necessarily require that they change their approach to teaching, but asked instead that they articulate the one they were already using

Faculty also found that using this approach resulted in a more stream-lined and effective course. Once activities were integrated with outcomes and their assessments, the course became more focused and exciting.

Finally, faculty found that the teaching model did not improve their success and retention rates, the old methods of measuring learning. But successful students seemed to be learning more in depth. Why? If true success is measured by what students can **do** with the material they are learning, rather than what the teacher covers, then the focus shifts to the students. Cabrillo faculty found that students, as always, varied in their willingness and ability to participate in their classroom experiences. However, greatly increased communication resulted from both the key concepts of transparency and practice. Students argued less about their grades because they were aware of the criteria that formed them, and they had a better idea of how to improve. Grading was more consistent and, in some cases, more rigorous.

# Part I: Writing Student Learning Outcomes

## SLOs versus Course Objectives

Student Learning Outcomes for the classroom describe the knowledge, skills, abilities or attitudes that a student can **demonstrate** by the end of your course.

- ❑ Don't think about content or coverage - consider what students should be able to **DO** with what they've learned by the end of the semester.
- ❑ How will students demonstrate this?
- ❑ What can they produce to show faculty that they have learned to apply their new knowledge?

When trying to define Student Learning Outcomes for a course, think of the big picture. SLOs:

- ❑ Describe the broadest goals for the class, ones that require **higher-level** thinking abilities.
- ❑ Require students to **synthesize** many discreet skills or areas of content.
- ❑ Ask them to then **produce** something - papers, projects, portfolios, demonstrations, performances, art works, exams etc. – that **applies** what they have learned.
- ❑ Require faculty to **evaluate** or **assess** the product to measure a student's achievement or mastery of the outcomes.

Course objectives are on smaller scale, describing small, discreet skills or “nuts and bolts” that require basic thinking skills. They are subsets of outcomes. Think of objectives as the building blocks used to produce whatever is used to demonstrate mastery of an outcome. Objectives can be practiced and assessed individually, but are usually only a portion of an overall project or application.

<b>Objectives</b>	<b>Outcomes</b>
Objectives describe skills, tools or content that a student will master by the end of course.	Outcomes describe over-arching goals that a student will be able to demonstrate by the end of a course.
Objectives require the use of basic thinking skills such as knowledge, comprehension and application.	Outcomes require the use of higher level thinking skills such as analysis, synthesis and evaluation.
Objectives do not necessarily result in a product. Most often, objectives are synthesized or combined to produce something that measures an outcome.	Outcomes result in a product that can be measured and assessed.

Are you still confused? Look at the following three pages for examples of the difference between outcomes and objectives describing the knowledge, skills and abilities, and attitudes in a course. Note that there is a **flow**, a line of progression from the most basic objectives to the most sophisticated outcomes. The charts are adapted from the work of Janet Fulks and Kate Pluta from Bakersfield College. To help you write a course outline, they have noted the words from Bloom's Taxonomy that can be used to describe either an objective or outcome.



# Knowledge

Objectives

Basic

Knowledge

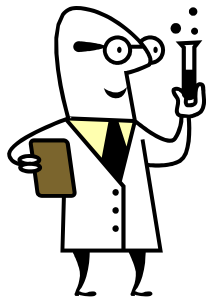
Outcomes

More Sophisticated

Higher Level Thinking



Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Student remembers or recognizes information or specifics as communicated with little personal assimilation.	Student grasps the meaning behind the information and interprets, translates, or comprehends the information.	Student uses information to relate and apply it to a new situation with minimal instructor input.	Student discriminates, organizes, and scrutinizes assumptions in an attempt to identify evidence for a conclusion.	Student creatively applies knowledge and analysis to integrate concepts or construct an overall theory.	Student judges or evaluates information based upon standards and criteria, values and opinions.
Cite Label List Enumerate Identify Imitate Match Name Quote Recall Reproduce State Write	Convert Define Describe Discuss Estimate Explain Generalize Identify Illustrate Locate Paraphrase Restate Summarize	Apply Chart Compute Demonstrate Determine Dramatize Establish Make Manipulate Prepare Project Solve Use	Analyze Compare Contrast Correlate Diagram Dissect Differentiate Distinguish Infer Investigate Limit Outline Separate	Assemble Create Construct Design Develop Formulate Generate Hypothesize Initiate Invent Modify Reframe Synthesize	Access Appraise Conclude Critique Decide Defend Diagnose Evaluate Judge Justify Rank Recommend Support



# Skills and Abilities

Objectives  
Basic Knowledge  
Basic Skills  
Level

Outcomes  
More Sophisticated Skills  
Higher Level Abilities  
Critical Understanding of Performance



Observe	Model	Recognize Standards	Correct	Apply	Coach
Students translate sensory input into physical tasks or activities.	Students are able to replicate a fundamental skill or task.	Students recognize standards or criteria important to perform a skill or task correctly.	Students use standards to evaluate their own performances and make corrections.	Students apply this skill to real life situations.	Students are able to instruct or train others to perform this skill in other situations.
Hear Identify Observe See Smell Taste Touch Watch  *Usually no outcomes or objectives written at this level.	Attempt Copy Follow Imitate Mimic Model Reenact Repeat Reproduce Show Try	Check Detect Discriminate Differentiate Distinguish Notice Perceive Recognize Select	Adapt Adjust Alter Change Correct Customize Develop Improve Manipulate Modify Practice Revise	Build Compose Construct Create Design Originate Produce	Demonstrate Exhibit Illustrate Instruct Teach Train



# Attitudes

## Objectives

Elementary Values and Behaviors  
 Inherited Value System  
 Egocentric View

## Outcomes

More Highly Developed Attitudes  
 Well Thought-out Value System  
 Higher Level Abilities to Identify and  
 Articulate Others' Values

Receiving	Responding	Valuing	Organizing	Characterizing
Students become aware of an attitude, behavior, or value.	Students exhibit a reaction or change as a result of exposure to an attitude, behavior, or value.	Students recognize value and display this through involvement or commitment.	Students determine a new value or behavior as important or a priority.	Students integrate consistent behavior as a naturalized value in spite of discomfort or cost. The value is recognized as a part of the person's character.
Accept Attend Describe Explain Locate Observe Realize Receive Recognize	Behave Comply Cooperate Discuss Examine Follow Model Present Respond Show Studies	Accept Adapt Balance Choose Differentiate Defend Influence Prefer Recognize Seek Value	Adapt Adjust Alter Change Customize Develop Improve Manipulate Modify Practice Revise	Authenticate Characterize Defend Display Embody Habituate Internalize Produce Represent Validate Verify

## Sample Student Learning Outcomes

Here are sample outcomes developed by Cabrillo faculty. Note the verbs used and how they reflect higher level thinking skills, thus making them SLOs rather than objectives.

**BIOLOGY:** **Apply** concepts of chemistry to physiological systems.

**CRIMINAL JUSTICE:** Describe the principles of community-based policing and **apply** them to given situations.

**SPEECH:** Organize, outline and **deliver** well-researched speeches to inform and persuade that are tailored to a specific audience.

**DENTAL HYGIENE:** **Demonstrate** technique of soft-tissue curettage on appropriate clinic patients.

**HISTORY:** **Evaluate** historical myths, clichés and prejudices that permeate contemporary US culture.

**PHOTOGRAPHY:** Manually operate a 35 mm camera to **create** original photographs **applying** principles of exposure and development of black and white photographic films and papers with concepts of composition and design, aesthetics and content.

**English:** Use your unique voice to write papers that **analyze** the ecological, anthropological, historical and literary aspects of the Monterey Bay region.

**Piano:** Sit at the keyboard so that the body will rest on its frame in such a way to be able to use one's hands, arms and fingers to **produce** a beautiful tone with great speed and evenness.

## Guide to Writing SLOs

Beginning is often the most difficult step. Remember that you have been doing this all along. Now is your chance to put what you know intuitively as a professional into words. Use the Worksheet below and:

- 1) In one sentence, describe one **major** piece of knowledge, skill, ability or attitude that a student will have gained by the end of your class. Describe what students will **do** -- not content, activities or hours.
- 2) Use action verbs. See the previous pages for examples.
- 3) Write it in language that a student will understand.
- 4) Make sure that the outcome is something that can be assessed or tested.
- 5) Hint: Sometimes it's easier to start backwards by thinking about the major assessments you use in the course. These would be the products or demonstrations of your outcomes. Make a list of your major assignments for this course. Then try to describe in one sentence what the students are being asked to demonstrate in those assignment.
- 6) A word of warning: Be careful when describing attitudes in a learning outcome. They are hard to assess. Ask yourself if the attitude is crucial to success in your course. If a student doesn't have a certain attitude, but possesses the knowledge and skills being taught, is that satisfactory? There were unresolved ethical and pedagogical issues that arose for Cabrillo faculty at the Summer Institutes when we discussed assessing students about attitudes (See Institute Toolkit for a more developed discussion – link).

# Writing Student Learning Outcomes Worksheet

Course Name and Number \_\_\_\_\_

<b>Outcome</b> 1 sentence that describes a major piece of knowledge, skill, ability or attitude that students can demonstrate by the end of the course	<b>Assessment</b> Major Assignment, Project or test used to demonstrate or apply outcome

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## Checklist for Writing Student Learning Outcomes

Now that you've written your SLOs, it's best to show them to other faculty in both your discipline and outside it to see if what you've written is understandable and concise. Use the following checklist:

1. Have you used action verbs in describing your SLOs?
2. Is it written as an outcome rather than objective?
  - ❑ Language indicates the BIG PICTURE rather than nuts and bolts
  - ❑ Describes what students can DO
  - ❑ Asks students to apply what they've learned by producing something
  - ❑ Addresses student competency rather than content coverage
3. Is the SLO appropriate for the course?
  - ❑ Represents a fundamental result of the course
  - ❑ Aligns with other courses in a sequence, if applicable
  - ❑ Represents collegiate level work

## Revised Student Learning Outcomes Worksheet

Use the chart below to revise any of the SLOs you created earlier.

Course Name and Number \_\_\_\_\_

<b>Outcome</b> 1 sentence that describes a major piece of knowledge, skill, ability or attitude that students can demonstrate by the end of the course	<b>Assessment</b> Major Assignment, Project or test used to demonstrate or apply outcome

<b>Outcome</b> 1 sentence that describes a major piece of knowledge, skill, ability or attitude that students can demonstrate by the end of the course	<b>Assessment</b> Major Assignment, Project or test used to demonstrate or apply outcome