

Collegewide Curriculum

**Manual**

A Publication of the

Collegewide Curriculum Committee

A Standing Committee of the

Montgomery College Faculty Council

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Introduction

The Collegewide Curriculum Committee (CCC) is responsible for guiding programs at Montgomery College. This manual provides practical background information on broad curriculum topics and explains the procedures to be used in planning, developing, and modifying courses and curricula.

The purpose of this manual is to help maintain the established standard of academic excellence at Montgomery College. The curriculum development and review process detailed here is discipline-based and allows for extensive discussion of proposed curriculum actions within the entire College community.

The faculty proposer of a curriculum action is at the center of the Montgomery College curriculum process. The proposer is responsible for discussing the proposal with colleagues in both the proposer’s discipline and any affected disciplines, chairpersons and/or coordinators in the discipline, deans, and, as appropriate, representatives from College units that provide support for the implementation of courses and curricula. The proposer works with the Curriculum Advisory Person (CAP), who assists in proposal development and ensures that all comments on the proposal are addressed and that the curriculum process is followed.

**Membership and Responsibilities of the**

**Collegewide Curriculum Committee**

The CCC is a standing committee of the Montgomery College Faculty Council. The broad governance functions of the Committee include the review, evaluation, and updating of the College’s curricula. For all of the College’s academic programs, curricula, and courses, the CCC oversees the Collegewide discussion of their development, modification, and discontinuance.

Membership

**Members**

1. 6 voting faculty members—2 appointed by each campus’ faculty council
2. 3 instructional deans—1 appointed by each campus’ Vice President and Provost (VPP)
3. 6 non-voting resource members—1 representative of the Office of Admissions and Records, 1 College Registrar, 1 representative of the library system, 1 representative of the Office of Information Technology, 1 representative of Workforce Development and Continuing Education, 1 transfer counselor (if a counselor is not currently serving as a voting member)
* Additional resource members as the Committee sees fit to appoint, including but not limited to the Director of Distance Education or designee and the Chair of the General Education Committee or designee
* 4 Curriculum Advisory Persons (CAPs)—appointed by their respective faculty councils
* A designee from the Office of the Senior Vice President for Academic Affairs, who serves as staff to the CCC

**Appointments**

* The chairperson is elected annually by the voting members of the CCC. The chairperson is a faculty member of the CCC.
* The chairperson can serve no more than two consecutive one year terms.
* The term of the voting faculty member is three years, to be staggered so that no more than half of the members are new each year.
* Voting faculty members serve no more than two consecutive terms
* The term of CAPs is determined by their respective faculty councils.

Responsibilities

The CCC meets twice a month during the fall and spring semesters. Under extenuating circumstances, when the CCC is not in session, the chairperson may act on behalf of the committee. The chairperson serves as a liaison between the CCC and the Office of the Senior Vice President for Academic Affairs. The chairperson or designee is a voting member of the Montgomery College Faculty Council.

The CCC is responsible for

* reviewing discipline-based curriculum proposals,
* reviewing non discipline-based curriculum proposals, such as General Studies and Liberal Arts
* establishing streamlined procedures to assist all of the College’s academic departments when there are changes in state regulations made by Maryland Higher Education Commission or when there are Collegewide changes in curriculum,
* creating a list of courses that have not been taught in 3 years and proposing these courses for shelving,
* maintaining a list of the most recent 5 years’ shelving lists,
* initiating the deletion of courses that have been shelved for 5 years, and
* overseeing the publication of the CCC newsletter, which provides information on curriculum actions and other CCC business, including meeting dates.
* General Education Responsibilities include but not limited to the following:
1. Recommendations on requests for general education status and global and cultural perspectives designation.
2. Requests to add classes to the general education distribution list come from faculty and must have the eventual approval of the CCC..
3. Acting as a first reviewer of suggestions and recommendations for changing the mission, content, or structure of the general education program.
4. This is similar to task #2. Revisions to the general education program require a wider faculty involvement.
5. Communicating with the College community about the general education program.

a.  Communication to the College Community about the general education program should come through the CCC and the Office of the Senior Vice President for Academic Affairs.

The CCC will provide leadership for the following areas:

1. Making recommendations for the regular reform and review of the general education program, including, but not limited to, the identification and implementation of additional competencies in order to ensure that program maintains currency.

a.       The regular review of the general education program is very important and needs to include a wide cross section of the College’s faculty. This needs to involve all of the disciplines in a wide review and should be led by the CCC.

1. Working with faculty who plan to develop new courses or curricula/revising existing curricula in order to resolve questions about the general education components of the curriculum.

a.       The faculty who teach courses in the general education program will be involved with the College assessment process to review student learning outcomes and make revisions to curricula as determined from the data. Any changes to the overall general education program should be part of the wider faculty conversation as discussed in #2 above.

1. Examining the general education program to assess the feasibility of changes suggested by the Academic Area Review (ongoing).
2. This should go to the CCC.
3. Conducting a periodic review of general education courses to assure that these courses maintain their eligibility for general education status
4. This task falls under the general College assessment program which evaluates student educational outcomes
5. Overseeing a project to determine outcomes and assessments of general education competencies.

a.       The outcomes and assessment of general education competencies is an integral part of a total program that needs to be instituted at the College for compliance with Middle States and federal regulations, which will be starting soon under the direction of the senior vice president for academic affairs and the CCC.

**Curriculum Process**

Note: Exceptions to the curriculum process are presented in the chart following this list of steps.

1. **The proposer discusses the proposal idea with the department chairperson and lead dean.** The lead dean and chairperson will discuss the proposal with their counterparts on the other two campuses.

1. **The proposer contacts the Curriculum Advisory Person (CAP) for assistance in developing the proposal.** The CAP identifies the appropriate form to use and describes the curriculum process.With the CAP’s assistance, the proposer drafts the proposal. The proposer and CAP work together to identify all departments potentially affected by the proposed curriculum action.
2. **The proposer discusses the proposal with other faculty.** The proposer presents the proposal to colleagues in the proposer’s discipline for their review; at this stage in the process, the discipline faculty should make every attempt to resolve issues about which there is notable dissent before moving the proposal forward. The proposer also contacts all affected academic and administrative units, informing them of the proposal’s implications for their curricula and requesting appropriate feedback.
3. **The proposer completes the formal proposal.** The CAP helps the proposer revise the proposal.
4. **The proposer sends an electronic copy of the proposal and all related documents to the CAP. The CAP will forward the proposal to the department chairpersons and coordinators, the Banner specialist, and the lead dean.** Within 2 weeks, the department chairpersons and coordinators indicate their review and approval by completing the “Discipline and Chairperson Checklist and Signoff”, noting any questions or concerns. The Banner specialist contacts the proposer and CAP with feedback and has 2 weeks to complete the review for Banner. The **lead** dean copy is informational.
5. **The proposer revises the proposal as necessary and provides an electronic copy of the proposal and all related documents to the CAP. The CAP forwards the electronic copy of the proposal and all related documents to the CCC e-mail address for publication in the CCC newsletter.** The Curriculum Office edits and publishes the announcement of the proposal in the CCC newsletter. The CCC newsletter is published twice each month during the fall and spring semesters. The Curriculum Office ensures that the complete proposal is available on the CCC website.
6. **Members of the College community have one week to forward their concerns in writing to the proposer, with a copy to the CAP.**
7. **The proposer revises the proposal, as appropriate, to address community comments and prepares the electronic copy of the proposal and all related documents for the lead dean’s review.**
8. **The CAP helps the proposer prepare the proposal and then forwards the proposal and all related documents to the lead dean.**
9. **Within 2 weeks, the lead dean seeks comment and consensus with the other deans and then forwards the proposal and all related documents to the lead Vice President and Provost (VPP) for review.** The **lead** dean considers, as appropriate, the availability of resources, cost, student-faculty ratio, relation to the mission, unit and area academic plans, feasibility of the marketing plan, and comments from other disciplines and the CAP. The **lead** dean’s review and approval is presented on the “Dean’s Checklist and Signoff” and then sent to the **lead** VPP for review. The **lead** VPP’s office notifies the CAP and the proposer when the VPP’s review has been completed.
10. **The CAP sends an electronic copy of the proposal to the CCC e-mail address to have the proposal placed on the CCC agenda.** The CAP ensures that the proposal and all related documents are complete and ready for the CCC’s consideration.
11. **The Curriculum Office disseminates an electronic link containing the proposal and all related documents prior to the meeting at which the proposal is on the agenda.**
12. **The CCC reviews the proposal.** The CCC may approve, disapprove, or table a proposal; it may also suggest modifications**.** A proposer may choose to withdraw the proposal. In the case of a proposal that is disapproved, the CCC sends specific written recommendations to the proposer, department chairpersons, **lead** dean and CAP.
13. **After the CCC approves a proposal, the proposal is forwarded from the Curriculum Office to the SVP for Academic Affairs for review and approval.** If a proposal is passed by the CCC contingent upon minor revisions and edits, the proposer has 5 working days to make the changes, and then the CAP has 5 working days to forward the final electronic version of the proposal to the CCC e-mail address which will be sent to the SVP for Academic Affairs.
14. **The SVP for Academic Affairs reviews and acts on the proposal within 2 weeks.** The SVP for Academic Affairs sends notice to the Curriculum Office who sends electronic copies of the approved proposals to the Banner specialist, CCC Chair, CAP, proposer(s), chair(s), **lead** deans, and **lead** VPPs. Certificate and degree proposals may require additional approvals.
15. **The Curriculum Office communicates final decisions on curriculum actions to the College community in the curriculum newsletter and in summaries on the CCC website.**
16. **For approved curriculum actions, the Banner specialist sends notification and summary of approved proposals to affected College personnel, including proposers, CAPs, lead deans, counseling chairs, registrars, and schedulers, in the appropriate timeframe.** For example, for new courses, notice is immediately sent, while for course revisions, notice is sent prior to the effective semester.  *\*\*Due to editing deadlines for the print catalog curriculum changes may not be reflected the following academic year, however, curriculum actions will be updated regularly in the online catalog.*

Exceptions to the Process

|  |  |  |
| --- | --- | --- |
| Form A, Creation of an Associate’s Degree Program or a Stand-Alone Certificate or **Substantial Revision**\* of an Existing Associate’s Degree Program or Stand-AloneCertificate | Additional steps | * Requires approval by the BOT
* Requires approval by MHEC after BOT approval
 |
| Form F, Creation of a **Specific Course under a Special Topics Umbrella Course\*** | Expedited process | * Requires approval by the CCC or the chairperson of the CCC
* Does not require approval by the SVP for Academic Affairs
* Honors courses go through the Honors Curriculum Committee instead of the CCC.
 |
| Form G, Creation of an **Exploratory Course\*** | Expedited process | * Requires approval by the **lead** discipline VPP
* Presented to the CCC for feedback
* Does not require approval by the CCC or the SVP for Academic Affairs
* Does not require signoffs from other campuses

Requires publication in the newsletter |
| Form L, **Minor revision of a course** | Expedited process | * . If only course outcomes are being changed and these changes will not alter the content of the course, proposal does not require publication in the newsletter
 |
| Form N, **Catalog Correction or Administrative Change\*** | Expedited process | * Requires approval by chairpersons and deans
* Requires approval by the chairperson of the CCC
* Does not require approval by the SVP for Academic Affairs
 |
| Form O, **Deletion of an Associate’s Degree Program, a Stand-Alone Certificate, a Curriculum Track or Certificate under an Existing Associate’s Degree Program or a Letter of Recognition\*** | Additional step | * Requires approval by the BOT for the deletion of an associate’s degree program or a stand-alone certificate. BOT approval is not required for deletion of a curriculum track or certificate under an existing associate’s degree program or a letter of recognition.
 |
| Form Q, **Unshelving a Course or Removing a Course from the Proposed Shelving List\*** | Expedited Process | * Does not require publication in the newsletter
* Does not need the Dean’s checklist and Signoff or the **lead** VPP’s review
 |

**Responsibilities of Participants in the Curriculum Process**

Responsibilities of the Proposer

* Discuss the proposed curriculum action with the department chair and **lead** dean. Address any comments or concerns prior to proceeding.
* Contact the campus CAP so that the appropriate form is completed.
* Identify all departments potentially affected by the proposed curriculum action. Inform all academic and administrative units of proposal implications and respond to all feedback. Include in the proposal an explanation of how any affected disciplines’ curricula or courses will be adjusted.
* Present the proposal to colleagues for feedback and editing. Every attempt should be made to resolve any issues prior to moving the proposal forward.
* Work with CAP to write and revise the proposal throughout the curriculum process. Address all comments and concerns, include them in the proposals and have all drafts checked for accuracy and completeness.
* Prepare signoff sheets for coordinators and chairpersons and send all proposal documents to the CAP who will send the proposals out for circulation and review.
* In the case of substantive changes or additions to career curricula and courses, obtain documentation of support from the appropriate advisory committee
* In the case of a course proposed for transfer, obtain documentation of transferability
* Attend Collegewide Curriculum Committee meeting at which the proposal is considered

**Responsibilities of the Proposer’s Chairperson**

* Work with the proposer at the start of the curriculum process to determine whether the curriculum action supports the mission of the department and College. Provide information about resources available to support the proposal.
* Inform the department faculty of the proposal
* Complete the “Discipline and Chairperson Checklist and Signoff” and facilitate the review and approval by chairpersons at the other campuses. Within two weeks return completed “Signoff” to the proposals CAP.

**Responsibilities of the Lead Dean**

* At the start of the curriculum process, discuss with the proposer how the curriculum action fits within the mission and goals of the academic unit and the College. Consider the impact on other academic and administrative units and the resources are necessary
* Seek comment and consensus with the other deans. All deans consider, as appropriate, the availability of resources, cost, student-faculty ratio, relation to the College, unit and area academic plans, feasibility of the marketing plan, and comments from the CAP and from affected units. The **lead** dean’s review and approval is presented on the “Dean’s Checklist and Signoff”, while feedback from other deans is handled through email and attached to the proposal
* Forward the proposal to the **lead** VPP for review and approval
* Ensure that all chairpersons are notified of the action taken on the proposal by the Senior Vice President for Academic Affairs

Responsibilities of the **lead** Vice President/Provost

* Receive input concerning the proposal from the **lead** dean
* Review the proposal package to determine whether the proposal fits within the mission and goals of Montgomery College. The **lead** VPP indicates approval by signing and dating the “Dean’s Checklist and Signoff.”

**Responsibilities of the Senior Vice President for Academic Affairs**

* Review and act on proposals
* Notify **lead** VPP, **lead** dean, proposer, CCC Chair , CAP and Curriculum office of action taken
* Notify Banner specialist of approvals
* Communicate final decisions on curriculum actions to the College community in
the CCC newsletter and in summaries on the CCC website

**Responsibilities of Members of the College Community**

* Read the announcements of proposals in the CCC newsletter and communicate any questions, concerns, or support to the proposer, with a copy to the CAP. Members of the College community have one week to contact the proposer

**Responsibilities of the Curriculum Advisory Person (CAP)**

* Maintain a record including all paperwork and correspondence concerning the proposal
* Discuss the curriculum process with the proposer
* Identify the correct and latest version of the form to be used
* Ensure that the form, along with its signoff sheets and attachments, is correctly completed
* Ensure that the proposer works as needed with the **lead** dean, chairperson, and discipline faculty
* Help the proposer to identify affected academic and administrative units, including specific curricula and courses
* Ensure that the College community’s responses to the proposal are addressed in the proposal that goes forward to the lead dean
* Direct proposer to transfer and articulation resources and to appropriate transfer counselors as needed during the proposal development stage
* Provide an electronic copy of the complete proposal, including attachments and signoff sheets to the department chairpersons, coordinators, Banner specialist, **lead** dean and general education chairperson, when appropriate.
* Check the proposal package for correctness and completeness
* Provide an electronic copy of the complete proposal, including attachments and signoff sheets, to the Curriculum office for announcement in the CCC newsletter
* Provide any revised electronic copies to the Curriculum Office via CCC e-mail address so that the proposal may be duplicated and placed on the agenda for a CCC meeting
* In the case of proposals revised at or after the CCC meeting, send the revised electronic copy to the Curriculum Office via the CCC e-mail address within 10 working days
* Attend meetings of the CCC
* Serve as a resource for the campus and college on curriculum matters
* Can serve as a voting member of the CCC

Responsibilities of the Collegewide Curriculum Committee Members

* Attend meetings of the CCC
* Review the proposals at the newsletter stage and if necessary, provide feedback to the proposer and CAP. This step ensures that the major proposal concerns are addressed before the CCC meeting.
* Review proposals prior to the CCC meeting

Guidance on Completing Forms

**30-character title for Banner**

Don’t count the course designator or the course number. Count only the words, numerals, and spaces in the title. Example: ED 101 Foundations of Education =
24 characters

**Academic and administrative units**

 All departments and offices at the College that may be impacted by a curriculum

proposal, see list at [www.montgomerycollege.edu/departments](http://www.montgomerycollege.edu/departments) .

**Advising Worksheets**

 List current curriculum requirements of all degrees, certificates, and letters of

Recognition: [www.montgomerycollege.edu/advisingworksheets](http://www.montgomerycollege.edu/advisingworksheets) . This template can be used for program revision forms.

**Area (areas) of proficiency** See **“General education status.”**

**ARTSYS**

ARTSYS is the Articulation System for the Maryland Colleges and Universities. Consult this resource at <http://artweb.usmd.edu> to determine whether a course is transferable to4-year institutions.

**Assessment level**

See “**Catalog entry**.”

**Attachment A, Documentation of Transferability for General Education Courses**

(1)  The General Education Committee considers the transferability of a course under current general education guidelines at Maryland and out-of-state public and private institutions as one, but not the deciding, factor in the decision to accept a course in the Montgomery College General Education Program. In some cases, there may be compelling reasons why a course should be included in the program even with minimal evidence of transferability.

(2) Most Montgomery College students who transfer attend the following four-year in-state and D.C. institutions*: American University, Bowie State University, Catholic University, Columbia Union College; Frostburg State University, Georgetown University, George Washington University, Howard University, Morgan State University, St. Mary’s College of Maryland, Salisbury University, Towson University, UMBC (University of Maryland Baltimore County), UMES (University of Maryland Eastern Shore), UMUC (University of Maryland University College), and UMCP (University of Maryland College Park).*  Review forms should include a list of as many equivalent or similar course offerings as possible shown in the general education programs of these institutions. The General Education Committee can assist with finding possible equivalencies.  Please note:  it is not necessary for each institution on the list to offer an equivalent or similar course for a course at MC be a part of the general education program.

**Attachment B, Documentation of Transferability for Non-General Education Courses**

(1 ) Catalog descriptions from at least two 4 year college indicating course equivalency and

(2) A minimum of one letter from a registrar or designee responsible for transfer from a major transfer institution indicating the course meets transfer requirements. The major transfer institutions are herein identified as UMCP, UMUC, Towson, and UMBC. If a transferability letter cannot be obtained from one of the major transfer institutions, the proposer has the option of submitting two letters of transferability from other institutions that receive fewer of our students and that are located in the greater Washington, D.C. metropolitan area.

**Attachment C, Documentation of Compatibility with Other Institutions**

Catalog descriptions of similar courses at the freshman or sophomore level or curricula at 2-year and/or 4-year institutions, as appropriate

# Attachment D, Documentation for MHEC

Attachment D is the MHEC form required for a new degree program or new stand- alone certificate or a **substantial revision** of an existing program or existing stand-alone certificate. The MHEC form, as well as MHEC’s guidance, may be found at <http://www.mhec.state.md.us/higherEd/acadAff/AcadProgInstitApprovals/AcadProgProposalInfo/AcademicProgramProposals.asp>

# Attachment E, Exploratory Course Summary

1. List of semesters the course was offered and third week enrollments ­and
2. Comments about the course, including any changes to be made

**Attachment F, Program Outcomes Assessment Plan**

 **New Programs, Substantial Revisions of the Program, Major and Minor changes proposals should submit a Program Outcomes Assessment Plan. If plan was created previously, a revised version should be submitted.**

# Catalog correction or administrative change

Catalog corrections are a result of proofreading or production errors or changes in terminology directed by the State. Administrative changes do not impact the content of a course/program, course/program title, assessment level, or pre-requisite. Examples of administrative changes include adding or removing a notation of “CE” or adding removing or changing the notation for the campus offering the course. At the discretion of the CCC chairperson, an email may substitute for a Form N, Catalog Correction or Administrative Change, to expedite the correction or change; the e-mail is sent to the CCC e-mail address, the catalog editor, and the Banner specialist.

# Catalog entry

 Catalog entry format should follow the print catalog but the content should be based on the online version of the catalog

1. Follow the print catalog for all matters of format (capitalization, italicizing, punctuation, spacing, order of information, and lay out). For a model, consult the sample in the print catalog.
2. Course title
* Provide the course designator, course number, and course title.
* As needed, indicate the course’s general education status, the campus(es) offering the course, and the course’s credit-by-exam option.
1. Course description
* The first word group should NOT be a sentence; it should be a phrase that describes the course, such as “An introduction to… ,” “A continuation of …,” “Studies in …,” “Designed for …,” and “Intended for …..”
* Except for the first word group, the description of the course should be in complete sentences.
1. Contact hours and delivery method
* If no delivery method is stated (“*Three hours each week”*), lecture is assumed.
* Use the word “lecture” only in conjunction with another delivery method, as in “*Two hours lecture, two hours laboratory each week.*”
* See the print catalog for appropriate models for practica and other delivery methods, and contact the Banner Specialist if there is no model that seems appropriate.
1. Assessment levels
* If no assessment levels are provided, the course is open to all students. EXCEPTION: A course that has a prerequisite may not need an assessment level if the prerequisite course has an assessment level.
* *Assessment levels: EN101/101A, MA 097/099, RD 120 or higher* are considered college-level assessments.
1. Semester hours
* 1 semester hour = a minimum of 15 hours of 50 minutes each of actual class time.
* 1 semester hour = a minimum of 30 hours of 50 minutes each laboratory or studio
* 1 semester hour = a minimum of 45 hours of 50 minutes each of instructional situations such as practica, internships, and cooperative education placements when supervision is assured and learning is documented

**Catalog entry for Banner (online description)**

Online catalog entries will reflect the most recent curriculum revisions.

Program and certificate descriptions will note the revision effective date. When

 proposing a curriculum action check both the online and print entries

to ensure format and content correctness.

# Certificate

* Except for stand-alone certificates, all courses in a certificate must be courses from the related degree program.
* A certificate must have a minimum of 16 credits for a student to qualify for federal financial aid.
* All certificates that are eligible to receive federal financial aid must provide gainful employment information see “**Gainful employment disclosure**”.

**College-level Definition**

**See Appendix A**

**Course-level Guidelines**

**See Appendix A**

# Contact hours and delivery method

See “**Catalog entry**.”

# Course description

See “**Catalog entry**.”

# Course outcomes

(1) Course outcomes should align with relevant program outcomes.

(2) Format this section as follows:

 Upon completion of this course a student will be able to:

1. use conversion factors
2. calculate the atomic mass of an element
3. Use Bloom’s taxonomy for help with expressing course outcomes.
* Cognitive domain

**Knowledge:** define, describe, identify, tell, list, show, label, collect, examine, tabulate, quote, name

**Comprehension:** summarize, describe, discuss, interpret, contrast, predict, associate, distinguish, estimate, differentiate, extend

**Application:** demonstrate, illustrate, classify, apply, calculate, complete, show, solve, examine, relate, change, discover

**Analysis:** analyze, explain, compare, separate, order, connect, classify, arrange, divide, select, explain, infer

**Synthesis:** plan, design, summarize, combine, modify, substitute, create, invent, compose, formulate, prepare, generalize, revise

**Evaluation:** conclude, compare, interpret, assess, rank, recommend, convince, select, judge, explain, discriminate, support

* Affective domain

**Reception**: accept, realize, appreciate, recognize

**Response**: respond, comply with, cooperate

**Value**: believe, value, prefer

**Organization**: organize, discriminate, relate

**Characterization**: form judgments about, commit to, develop a philosophy of

* Psychomotor domain

**Imitation**: imitate, replicate

**Manipulation**: follow, perform, carry out, practice

**Precision**: draw, play, type

**Articulation**: combine two or more skills, coordinate

**Naturalization**: automatically perform a skill

# Curriculum outline

* See the advising sheets for model: [www.montgomerycollege.edu/advisingworksheets](http://www.montgomerycollege.edu/advisingworksheets)
* See the college catalog for the latest program description

http://cms.montgomerycollege.edu/edu/plain.aspx?id=2058

* For a degree, see the General Education Program chart in the print catalog for required coursework. Any course identified as a general education requirement should be italicized in the curriculum outline.
* For a letter of recognition, indicate that students must earn a “C” in all courses.

# Deletion of a course

More than one course may be proposed for deletion on a single form so long as the effective date, justification, and affected curriculum tracks and certificates are the same for each course.

**Deletion of an associate’s degree program, a stand-alone certificate, a curriculum track or certificate under an associate’s degree, or a letter of recognition**

* Consult *Policies and Procedures* for information about course and/or curriculum suspensions or deletions. BOT approval is required for the deletion of an associate’s degree or a stand-alone certificate.

**Distribution area**

See **“General education status.”**

**Dual designator**

 Example: CA 269 and CS 269 are the same course with different designators.

**ESH**

* 1 ESH per lecture hour per week
* 0.75 ESH per laboratory or studio hour
* For direct supervision of students in practica,1 ESH per 50 hours
* For indirect supervision of students in practica, 1/6th course ESH for 1 student, 1/3rd course ESH for 2-3 students, 1/2 course ESH for 4-5 students, and 2/3rd course ESH for 6-7 students, and course ESH for 8 or more students
* For other formula, consult your dean. Details are also available in the AAUP contract (<http://users.erols.com/aaup-mc/aaup_contract.htm#art5>).

# Exploratory course

* An exploratory course does not need CCC approval or approval by the SVP for Academic Affairs. The proposal is approved by the **lead** discipline VPP after it has been presented to the CCC for discussion. Once a proposal has been approved for one campus, it cannot be offered at another campus unless the other campus submits its own proposal.
* An exploratory course may be successfully offered a maximum of three times over a period of three years.
* An exploratory course may or may not transfer.
* The course assessment is presented in **Attachment E, Exploratory Course Summary,** when the course is proposed for permanent status.
* See *Policies and Procedures* 52002 for detailed information about the purpose of and policies governing an exploratory course.

**Gainful Employment Disclosure**

* Federal regulations require institutions to report information about students who enroll in Title IV eligible education programs that lead to gainful employment in a recognized occupation.
* All certificates eligible to receive financial aid funding include information on program length, cost, and debt occurred at program completion.
* Contact the Collegewide Director of Financial Aid for more information.

**General education competency (competencies)**

 See **“General education status.”**

**General education status**

 (1) General guidelines

* Courses should provide a broad introduction to the content or method of an academic field. Courses are typically broadly foundational, not narrow or limited to the interest of specialists. General education courses should familiarize students with a discipline's particular way of obtaining knowledge and teach some of the most important insights of the discipline.  Representatives from subject disciplines and the General Education Committee jointly may decide to include second-level or courses beyond an introductory level on an individual course review basis*.*
* Courses must be demonstrated to satisfy one **distribution area** and either two **general education competencies** or one **general education competency** and one **area of proficiency**.
* Briefly explain how this outcome develops this competency.Describe assignments and activities in a few sentences in terms that someone outside of the discipline understands. Here is the sample language used to establish the learning outcome that students will be able to document the words and ideas of others correctly and accurately: All students in the course are required to write either a research paper of 8-10 typed pages (a minimum of 2,000-2,500 words) or two research papers of 4-5 pages (a minimum of 1,000-1,250 words) documented in MLA or APA parenthetical citation format. The information literacy competency includes the ability to use information from various print and electronic sources, and documentation in research papers is a critical element in using source material effectively.
* Courses will have assessment levels of EN 101/EN 101A and/or RD 120 when learning outcomes indicate that these levels are necessary for students to succeed in the courses. Assessment levels will be determined by discipline faculty and the General Education Committee.
* Syllabi should have clearly stated goals focusing on expected student learning outcomes. Once courses have received **general education status**, their syllabi must state the general education **distribution area** fulfilled and either the two **general education competencies** or the one **general education competency** and one **area of proficiency** satisfied.
* **Attachment A, Documentation of Transferability for General Education Courses** is required as an attachment to Form R, Request for **General Education Status.**
* Once courses have received **general education status,** faculty teaching the courses will participate in all phases of the General Education Outcomes Assessment process to evaluate whether students are achieving one or more of the learning outcomes identified for the course.  Specific details of the General Education Outcomes Assessment process can be found on the Outcomes Assessment Webpage, [www.montgomerycollege.edu/Departments/outcomes/](http://www.montgomerycollege.edu/Departments/outcomes/).

(2) **Distribution area**

* Courses will not carry more than one **distribution area** designation to assure that students experience a breadth of exposure to academic fields in the General Education Program.
* Areas Definitions and Outcomes
* English Composition

The English Composition requirement prepares students with a foundational understanding of personal and academic writing.

 Students should be able to

1. demonstrate understanding of writing as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate sources, and as a process that involves composing, editing, and revising;
2. demonstrate critical reading and analytical skills, including understanding an argument's major assertions and assumptions and how to evaluate its supporting evidence;
3. demonstrate facility with the fundamentals of persuasion as these are adapted to a variety of special situations and audiences in academic writing;
4. demonstrate research skills, integrate their own ideas with those of others, and apply the conventions of attribution and citation correctly; and
5. use Standard Written English and edit and revise their own writing for appropriateness.
* Mathematics

The mathematics requirement prepares students with a foundation in mathematical concepts and skills upon which they may build in order to be successful in their chosen major, as well as to be prepared to live and work in an increasingly technological and quantitative world.

 Students should be able to

1. interpret mathematical models given verbally, or by formulas, graphs, tables, or schematics, and draw inferences from them;
2. represent mathematical concepts verbally, and, where appropriate, symbolically, visually, and numerically;
3. use arithmetic, algebraic, geometric, or statistical methods to solve problems;
4. use mathematical reasoning with appropriate technology to solve problems, test conjectures, judge the validity of arguments, formulate valid arguments, and communicate the reasoning and the results;
5. use mathematical methods, including estimation and dimensional analysis, to check answers for reasonableness, and
6. recognize and use connections within mathematics and between mathematics and other disciplines.
* Arts and Humanities

The Arts and Humanities are at the very core of a curriculum grounded in the liberal arts.  The study of arts and humanities challenge students to think critically, to behave ethically, and to communicate effectively in a diverse world as they consider the various disciplines and methods through which people express themselves and relate to one another.

Students should be able to

1. communicate effectively using the language of the arts and humanities;
2. develop skills and awareness that enable them to study and research independently and produce an intellectual product of that process that is original.
3. understand and apply ethical principles;
4. develop skills, including but not limited to world language skills, and awareness that enable one to value cultural diversity;
5. understand the problems of the past in order to be able to apply the historical lessons to the present and the future; and
6. develop skills and awareness to value and engage in creative activities.
* Behavioral and Social Sciences

 Social and behavioral sciences courses examine the ways in which individuals, groups, institutions, and societies behave, function, and influence one another. They introduce students to the variety of methods to collect, analyze, interpret, and apply qualitative and quantitative data as related to social phenomenon and individual behavior.

Students should be able to

1. demonstrate knowledge of findings and theories in the social and behavioral sciences;
2. demonstrate understanding of concepts, theories, research methods,and ethical decision makingused in the social and behavioral sciences;
3. demonstrate critical thinking about arguments in the social and behavioral sciences and evaluate an argument's major assertions, its background assumptions, the evidence used to support its assertions, and its explanatory utility;
4. understand and articulate how culture, society, diversity, and globalization shape the role of the individual within society and human relations across cultures;
5. explain how social science can be employed to (a) analyze social change, (b) analyze social problems, and (c) analyze and develop social, economic, and political policies; and
6. apply technologies to conduct research on, and communicate about, social and behavioral sciences and to access, evaluate, and manage information to prepare and present their work effectively.
* Natural Sciences

Natural sciences courses examine living systems and the physical universe. They introduce students to the variety of methods used to collect, interpret, and apply scientific data, and to an understanding of the relationship between scientific theory and application.

Students should be able to

1. explain the basic principles and theories of one or more of the natural sciences;
2. explain how natural scientists in a particular discipline conduct research;
3. explain the fundamentals of experimental design;
4. make observations, generate and analyze data using the appropriate quantitative tools, and draw a valid conclusion from the data;
5. explain the conclusions of an experiment, consistent with the principles illustrated; and
6. communicate the findings of science using appropriate oral and written means.
* Speech Communication

The field of communication focuses on how people use verbal and nonverbal messages to generate meanings within and across various contexts, cultures, channels, and media. It promotes the effective and ethical practice of human communication.

Students should be able to

1. demonstrate the ability to formulate and transmit verbal and non-verbal messages in an organized fashion;
2. demonstrate the ability to distinguish among specific goals of communication, that is, to supply information, generate influence, or provide entertainment;
3. demonstrate the ability to explain and describe reality as well as generate ideas that add to our understanding of our cultural heritage;
4. demonstrate the ability to use appropriate language in different rhetorical situations;
5. demonstrate the most effective use of the voice; and
6. demonstrate the ability to organize verbal and nonverbal messages in sequential fashion to include encoding, transmission, reception, interpretation, reaction, and feedback.
* Health

The health distribution requirement provides students with knowledge and skills necessary to thrive as students and as citizens of a global society.  Health courses share the goal of achieving or restoring a state of “wellness” through behavior change and behavior management strategies.  With a focus on both disease prevention and health promotion, students are challenged to examine their knowledge, attitudes and behaviors related to personal health and to explore the impact of personal health behaviors on the community and beyond.

Students should be able to
      1.  communicate health related concepts, facts, and ideas effectively in writing;
 2.  clearly articulate health concepts and ideas in class discussions and assignments;
 3.  locate, interpret, and utilize reliable and current sources of health information;
 4.  utilize technology appropriately to represent health-related data, concepts, and ideas;
 5.  make sound, logical decisions based on health-related data and information; and
 6.  critically evaluate the relationship between personal health choices and subsequent health status.

 (3) **General education competency (competencies)**

* In addition to satisfying one **distribution area**, courses must be demonstrated to fulfill either two **general education competencies** or one **general education competency** and one **area of proficiency**.
* **General education competencies**
* *Written and oral communication*includes the ability to communicate effectively in verbal and written language, the ability to use a variety of modern information resources and supporting technologies, the ability to differentiate content from style of presentation, and the ability to suit content and style to the purpose of the communication.
* *Scientific and quantitative reasoning* includes the ability to locate, identify, collect, organize, analyze, and interpret data and the ability to use mathematics and the scientific method of inquiry to make decisions, when appropriate.
* *Critical analysis and reasoning* include the application of higher order analytic and creative cognitive processes to arrive at reasoned and supportable conclusions, to synthesize and apply knowledge within and across courses and disciplines, and to develop creative solutions.
* *Technological competency* includes the ability to use computer technology and appropriate software applications to produce documentation, quantitative data presentations, and functional graphical presentations appropriate to various academic and professional settings.
* *Information literacy* includes the ability to identify, locate, and effectively use information from various print and electronic sources.

 (3) **Area of proficiency**

* In addition to satisfying one **distribution area**, courses must be demonstrated to fulfill either two **general education competencies** or one **general education competency** and one **area of proficiency**.
* **Areas of proficiency**
* *Arts and aesthetic awareness* allows students to develop skills and acquire experiences that enable them to value, reflect upon, and appreciate the arts and role of the arts in the human experience.
* *Personal, social, and civic responsibilities* allow students to develop the skills and awareness necessary to live as responsible, ethical, and contributing citizens of the community, state, nation, and world.

(4) **Global and cultural perspectives designation**

* This designation is not required for courses to be part of the General Education Program. Courses that have this designation must demonstrate a primary focus or in-depth study that leads students to an appreciation of the differences as well as commonalities among people by studying the ideas, history, values, and/or creative expressions of diverse groups from the perspectives of the groups under study.
* Students in Associate of Arts and Associate of Science degree programs must choose one course that has a **global and cultural perspectives designation**. This course may provide either a global awareness focus or a cultural diversity focus.
* A course with a *global awareness*focus is composed of subject matter that addresses or leads to an understanding of the world outside the United States.  The course may be an in-depth area study that is concerned with the examination of culture-specific elements of a region, country, or culture group outside the United States, with the study contributing to an understanding of the world; a world language course with a significant cultural component; a comparative cultural study with an emphasis on areas outside the United States; or an in-depth study of cultural interrelationships that are global in scope and not centered on the United States, such as the global interdependence produced by problems of world ecology, multinational corporations, migration, or the threat of nuclear war.
* A course with a *cultural diversity* focus must contribute to an understanding of cultural diversity.  It should be an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of women, racial minority groups, and/or ethnic minority groups; a comparative study of the diverse cultural contributions, experiences, or world views of two or more ethnic or racial minority groups; or a study of the social, economic, political, or psychological dimensions of relations between and among racial, ethnic, and gender groups.

# Global and cultural perspective designation

 See **“General education status.”**

# Letter of recognition

* A letter of recognition may be awarded for completion of a prescribed group of credit courses totaling no more than 11 credits. Students must earn a “C” or higher in each course.
* The catalog description for the letter of recognition explains the academic or career focus of the sequence of courses and lists outcomes.
* The Office of Admissions and Enrollment Management issues the letter.

Major revision of course content or resource requirements

* A major revision is anything not specifically defined as a minor revision of a course. See “Minor revision of a course.”

Major revision of an associate’s degree program, a stand-alone certificate, or a curriculum track or certificate under an associate’s degree program

* A “major revision” is more extensive than a “minor revision” (see “**Minor revision of an associate’s degree program, a stand-alone certificate, or a curriculum track or certificate under an associate’s degree program,**” for a list of revisions), yet not so extensive as to require, in the case of an associate degree program or a stand-alone certificate, MHEC approval and use of a Form A, Creation or **Substantial Revision** of an Associate’s Degree Program or Stand-Alone Certificate.

Per MHEC the Substantial Revision is defined at <http://www.mhec.state.md.us/higherEd/acadAff/AcadProgInstitApprovals/AcadProgProposalInfo/AcademicProgramProposals.asp>

* See “**Certificate**.”

# Maximum class size

* The maximum class size is the suggested cap on enrollment; it is number of students that can, for pedagogical reasons, be taught effectively in a class. Consult with the **lead** dean to determine the appropriate number.

#### Minor revision of a course

* A minor revision, such as changing the course designator, course number, course title, course description, or course prerequisite, is one that does not affect the content of the course.
* Use Form L, **Minor Revision of a Course**, if the Curriculum Office already has on file course outcomes that have been reviewed by the discipline within the last five years. If only course outcomes are being changed and these changes will not alter the content of the course, see the section entitled “Exceptions to the process”. Otherwise, use Form K, **Major Revision of Course Content, Course Outcomes, or Resource Requirements.**

**Minor revision of an associate’s degree program, a stand-alone certificate, or a curriculum track or certificate under an associate’s degree program**

* Minor revisions include changing the title and description and replacing a course deleted from the catalog with a course having significantly similar content.
* See “**Certificate.**”

**Lead Dean**

 The **lead** dean is the discipline dean assigned to the same campus as the

proposer.

**Lead Vice President/Provost**

The **lead** vice president/provost is the discipline VP/P assigned to the same

campus as the proposer.

# Program outcomes

For each program outcome, identify each required course that addresses that

outcome.

# Proposal justification

# As appropriate, discuss the student value and anticipated student enrollment, transferability (if applicable), relation to academic unit plans and/or education trends, relation to the College mission, and employment value. If the discipline has an advisory committee, the committee should provide a letter of support.

* For creation or substantial revision of certificates, see **“Gainful Employment Disclosure”**
* For deletions, explain why the courses or curricula are no longer needed in relation to the criteria above.

**Representative assignments and/or activities**

 See **“General education status.”**

# Semester hours

See “**Catalog entry**.”

# Special topics umbrella course

* A special topics umbrella course must be approved through the normal curriculum process. The only exceptions for honors tutorials and independent study courses under honors umbrella courses; these are reviewed by the Collegewide Honors Committee.
* A special topics course cannot be a general education course.
* The title is “Special Topics in ….”
* An approximate template for the course description is as follows: “Focused on selected topics in \_\_\_\_\_, presented as a result of technological change, new research emphasis, or community or student interest. Topics may extend any of the regular [discipline’s name] course offerings. New topics appear each semester in the class schedule.
* Prerequisite and assessment levels depend upon the course.
* A minimum of 15 hours of instruction is required for each credit hour.
* The course may be 1-3 semester hours.

# Specific course under a special topics umbrella course

* A special topics umbrella course must exist in order for a specific course to be created under it.
* A specific course under a special topics umbrella course cannot be a general education course.
* The specific course can be offered for one calendar year only and allows for a timely response to business and industry needs or addresses a timely academic topic. If the intention is to offer the course for a longer period of time, the proposer should use a Form D, Creation of a Course.
* The specific course is numbered with alphabetic designators added to the umbrella course’s number (for example, CA 200PF). The specific course name will appear on the student’s transcript.
* The title should be “Special Topics in.…”
* The specific course does not appear in the catalog; it appears in the course schedule. However, the proposer should provide a complete catalog entry in the proposal so that the course is well understood.
* A specific course under a special topics umbrella course is approved through an abbreviated curriculum process. The CCC or its chairperson reviews the proposal for its completeness, integrity of course content and design, and capacity to fulfill the intention of a special topics course. Then the CCC or its chairperson approves the proposal and directs the Office of Admissions and Records to create the course. The approval of the Senior Vice President is not required. The approved course is announced in the CCC newsletter.
* A specific course that is an honors course does not go through the CCC process. Instead, it goes through a parallel process with the Honors Curriculum Committee.

**Student/faculty ratio**

* Calculate by dividing [(maximum class size)(semester hours)] by (ESH)
* If the ratio is below the current College goal, provide a detailed justification.

# Substantial revision

 For MHEC’s definition of “substantial revision,” consult its website, <http://www.mhec.state.md.us/>.

**Unshelving a course or removing a course from the proposed shelving list**

* Courses that have not been taught for 3 years are proposed for shelving, that is, being removed temporarily from the catalog but not permanently deleted.
* By the first week in October, the CCC publishes a list of courses proposed for shelving along with guidance about possible actions and deadlines. Disciplines that want the shelving to proceed need to do nothing, and the courses will be automatically shelved. Disciplines that want to remove the courses from the proposed shelving list submit a Form Q, **Unshelving a Course or Removing a Course from the Proposed Shelving List**
* Courses removed from the shelving list will be exempt from shelving for one and a half years from the semester they are approved for removal.
* An official shelving list will be approved by the CCC during the first meeting in December so that changes can be made in time for the next print catalog.
* Courses remain on the shelving list for 5 years. During that period, the discipline may use a Form Q to remove the course from the shelving list.
* After 5 years on the shelving list, courses are automatically deleted. Disciplines that want to offer a deleted course must use Form D, Creation of a Course, to reinstate the course.

**Forms**

 Please consult a Curriculum Advisory Person (CAP) to ensure that the correct form is used.

 Begin using the forms by saving them to the computer (example: CCC Form D.dot). The forms are “protected,” which means that only the shaded areas of the forms can be completed; this function appears in Word on the Forms toolbar as an icon that looks like a lock. To complete portions of the forms that are not in the shaded areas, turn off the protection. To remove the gray shading from the forms, remove the field shading; this function appears in Word on the Forms toolbar as a lowercase “a.”

# Appendix A

**Definition of College-level**

Montgomery College is committed to ensuring that all courses offered at the college-level provide students with a challenging and rigorous educational experience beyond high school expectations. In all cases, college-level work is based on course outcome requirements and college-level courses are numbered at a minimum of 100-level. To convey these standards, one or more of the following defines college-level work for the various types of courses we offer:

* Courses with materials or outcomes requiring college-level reading skills have a minimum assessment level of RD 120\*.
* Courses with materials or outcomes requiring college-level writing skills have a minimum assessment level of EN 101/101A\*.
* Courses with materials or outcomes requiring college-level mathematics skills have a minimum assessment level of MA 110 \*.
* Where materials or discipline adopted outcomes do not require college level reading, writing, and/or math skills, the specific discipline has determined the outcomes to be at college-level as defined by conventional standards of the discipline.

\* Students should review the criteria for assessment into college-level reading, English and mathematics courses at the Assessment and Placement page of the Montgomery College website (<http://cms.montgomerycollege.edu/edu/tertiary2.aspx?urlid=58>). Students are STRONGLY encouraged to speak with a counselor or an advisor prior to registering for classes.

**Below 100-Level Course Check List (Courses Numbered 000-099)**

The following checklist contains suggested parameters for discipline use in determining appropriate course numbering.

Courses do not carry academic credit and do not impact grade point average, but DO count toward tuition and academic load. Coursework, outcomes and instructional activities included in the course do not reflect the college-level definition, and the course will not transfer in most cases. Successful completion of below 100 level courses may be required prior to beginning 100-level courses based on college placement tests.

Course:

* DOES NOT meet the definition of a college-level course
* MAY BE considered developmental or preparatory for college-level work
* MAY BE required based on placement test result(s)
* WILL NOT satisfy course requirements for a particular program of study
* DOES NOTincorporate instruction thatreflects outcomes related to a degree, certificate, or letter of recognition

**100-Level Course Check List (Courses Numbered 100-199)**

The following checklist contains suggested parameters for discipline use in determining appropriate course numbering.

Courses at the 100-level course typically introduce the student to a relatively broad survey of a discipline by introducing and applying concepts, terms, skills, techniques and ways of thinking/learning in the discipline. One- hundred level courses are generally taught with the assumption that the student has had no previous college level exposure to the subject matter or that the course is part of a two-course sequence.

Course:

* Meets definition of a college-level course
* Is introductory as described above
* MAY have assessment levels but generally has no prerequisites unless it is a sequential course; e.g., CH 102 has a prerequisite of CH 101
* MAY be required for completion of a particular program of study
* MAY introduce or reinforce skills or knowledge related to program outcomes for a degree, certificate, or letter of recognition
* HAS a course number level consistent with the numbering of its comparable course at Maryland receiving institutions \*

**\* See** <http://artweb.usmd.edu> **for comparable course listings**

**200-Level Course Check List (Courses Numbered 200-299)**

The following checklist contains suggested parameters for discipline use in determining appropriate course numbering.

Courses at the 200 level build upon or explore a specific area of study within a discipline or require a more in-depth study of narrowly defined content than 100-level courses. Students should already be familiar with the basic language or methodology of the subject itself. Students are expected to recognize and integrate concepts, terms and skills from introductory courses. There is a greater emphasis on understanding or making connections among terms and concepts than in 100-level courses.

Course:

* Meets definition of college-level course
* Builds on or explores a specific area of study within a discipline
* Provides more focused study and complex application of discipline content than a one-hundred level course
* MAY have assessment levels and may require pre- or co-requisite coursework
* MAY be required for completion of a particular program of study
* MAY reinforce, allow for mastery, or allow for additional practice of specific program outcomes related to a degree, certificate, or letter of recognition
* HAS a course number level consistent with the numbering of its comparable course at Maryland receiving institutions \*

**\* See** <http://artweb.usmd.edu> **for comparable course listings**