

COURSE NUMBERING

- 100-199 – Baccalaureate-level courses and will transfer to the CSU and other four-year institutions. Some of these courses would not be appropriate for specific majors or for general education (GE) requirements for graduation.
- 300-399 – Intended for certificate and associate degree programs. In some cases, with special arrangements, they may be acceptable for transfer to four-year universities.
- 400-499 – Vocational credit course that are not applicable to the associate degree programs and do not transfer to four-year institutions.
- 500-599 – College preparatory in nature and are not applicable to associate degree programs and do not transfer to four-year institutions.
- 149/302 - Cooperative Work Experience
- 189/389 - Independent Projects
- 199/399/499/599 – Special Topics

When assigning course prefix/numbering to new courses, ensure that it has not been previously assigned to a course that has since be dropped.

Course numbers/prefixes may not be assigned to more than one class. For assistance in determining available course numbers, contact the curriculum specialist.

Experimental Courses (179, 379, 479, 579)

An experimental course refers to pilot projects to test specific curriculum.

After an experimental course has been offered more than once in the same year, it must be resubmitted to AP&P committee for approval as a regular course or must discontinue offering as an experimental course.

Special Topics Courses (199, 399, 499, and 599)

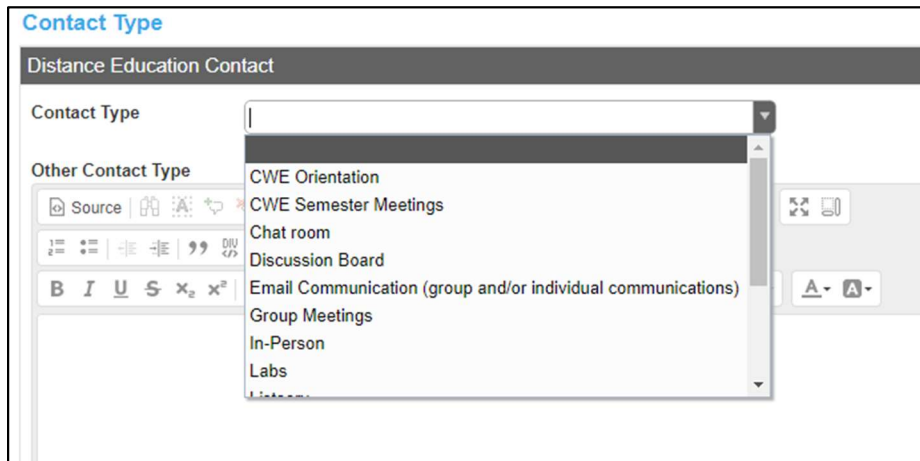
Special Topics courses are courses “which employ a consistent disciplinary framework, but for which the specific focus may change from term to term.... If a particular topic is addressed regularly, it must be approved as a regular course.”

A course shell establishes the underlying framework for offering curriculum that results in the student realizing common goals and objectives. A secondary, topic-specific, COR will be submitted for approval prior to scheduling the course.

Example:

ART 399 is developed to offer varying topics in ART. Once approved, new topics are introduced in the schedule of classes: ART 399A, Southwestern Pottery. The next topic introduced in the schedule of classes in this area would be ART 399B. Special topics courses are numbered in the “99” series depending on the rigor (199, 399, 499, and 599).

TAB: CONTACT TYPE



Include all the appropriate types of “contact type”.

TAB: GENERAL EDUCATION CRITERIA

There is no need to attach the General Education worksheets except for CSU Area F.

AHC General Education Guiding Principles

- Level:**The course level is beyond the minimal public high school level subject matter requirements in our service district.
- Scope:**The course exposes the student to a wide range of principles, perspectives, and knowledge of the discipline. "Discipline" defined as the major headings listed in the "Course of Study" section of the college catalog.
- Integrity:**The course is a whole unto itself and not primarily part of a sequence of courses. A student does not need courses that precede or follow this one to gain a general education experience.
- Generality:**The course provides a generalizing, rather than specializing experience within the subject matter of the discipline and seeks to provide broad connections to related areas of knowledge within and without the discipline.
- Critical Thinking:**The course prepares students to make comparative and critical evaluations of the principles, perspectives, and knowledge within the discipline.
- Continuing Study:**The course provides a broad base of knowledge or technique from which the student can continue learning in the discipline.
- Cultural Diversity:**The course demonstrates sensitivity to cultural diversity, and includes: a. exposure of students to a diversity of cultural perspectives and examples where they relate to the subject matter, b. utilization of resource materials, which draw upon and portray cultural diversity when appropriate to course content.

AHC General Education Category Definitions

For each category being proposed indicate which course outline of record objective addresses each component of the general education category definition. If the component is not addressed in the course outline of record objectives, indicate where in the course outline of record the general education category definition is addressed.

Selecting a **CSU GE Category** (see above) would open a field that requires citing specific instructional objective number (course objective/s) or other evidence in the course outline.

The GENERAL EDUCATION CRITERIA tab also applies for:

- IGETC Intersegmental General Education Transfer Curriculum
- MCGS Multicultural/Gender Studies
- Graduation Requirement: AHC Health and Wellness

TAB: INSTITUTIONAL LEARNING OUTCOMES

Institutional Learning Outcomes

COMMUNICATION

Communicate effectively using verbal, visual and written language with clarity and purpose in workplace, community and academic contexts.

- Read effectively for many purposes including information gathering, appreciation, and analysis.
- Write clearly, concisely, and accurately in a variety of contexts and formats and for many audiences.
- Speak effectively in many different situations, involving diverse people and viewpoints.
- Listen actively and analyze the substance of others' comments.
- Demonstrate effective visual literacy.

CRITICAL THINKING & PROBLEM SOLVING

Explore issues through various information sources; evaluate the credibility and significance of both the information and the source to arrive at a reasoned conclusion.

- Apply a variety of critical and creative strategies for solving complex problems.
- Generate and explore questions and arrive at reasoned conclusions.
- Synthesize ideas and information from various sources and media.
- Evaluate the credibility and significance of sources and material used as support or evidence.
- Identify assumptions, discern bias, and analyze reasoning and methods.

GLOBAL AWARENESS & CULTURAL

Respectfully interact with individuals of diverse perspectives, beliefs and values being mindful of the limitation of your own cultural framework.

- Develop an awareness of one's own cultural framework and how it informs one's perspectives and experiences.
- Recognize the interdependence of societies that participate in or depend on world economies, political systems, and the planet's finite and fragile resources.
- Act with sensitivity, respect, and integrity in interactions with individuals and peoples of diverse perspectives, beliefs, and values.
- Develop an awareness of the importance of civic and community participation.

The course can have more than one institutional learning outcome (ILO) as deemed appropriate by the discipline faculty.