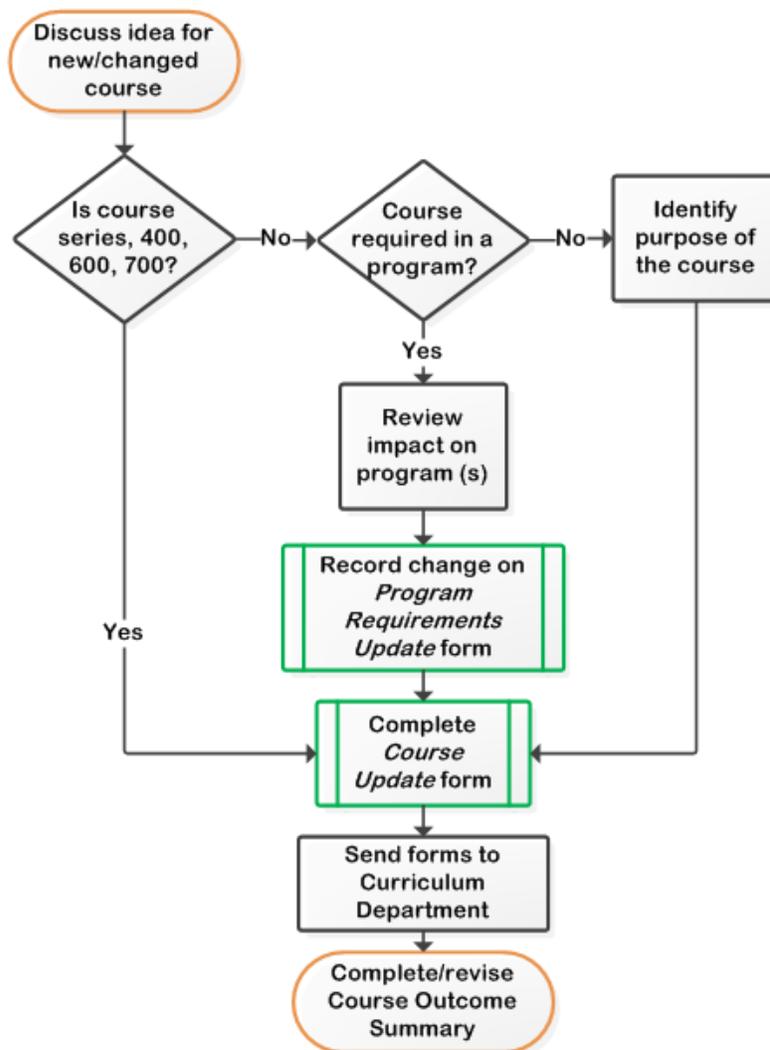


Courses-Initiating and Changing

The initiation and maintenance of a course's descriptive data and content is the responsibility of the academic division for the course's specific instructional area. *All offerings* of a course (course sections scheduled) conform to the course's *descriptive data* which are stored on the MATC mainframe (COSMO), textbook, and prerequisite databases. All offerings of the courses conform to the course's official *content* as defined in the *Course Outcome Summary* stored on the district's network. The chart below outlines the steps involved in initiating/changing courses.



Determining Credits and Hours of Instruction

The following standards are taken from Section 6 in the ESM (the WTCS' *Educational Services Manual*) titled **Course Standards**.

Note: The numbers of periods in the table below have been modified from WTCS 50-minute periods/18 weeks, to 55 minute periods/16 weeks

Degree and Technical Diploma Credit Standards				
Instructional Method — Definitions	Degree		Technical Diploma	
	Total Periods per Semester		Total Periods per Semester	
<p>(A) Lecture – Classroom Presentations (Lecture/ Demonstration/Discussion)</p> <ul style="list-style-type: none"> Specifically planned learning experiences based on identified objectives; Direct instructor - student contact (continuous); 	16		32	
<p>(B) Lab or Shop – On-Campus Laboratory (Demonstration with practice and/or skill development, in an on or off-campus scheduled space);</p> <ul style="list-style-type: none"> Specifically planned learning experiences based on identified objectives; Direct instructor involvement with ongoing supervision; 	32		32	
<p>(C) Clinical, Extended Laboratory (Mediated presentation and demonstration, limited discussion activities, practice and/or skill development on an individual/independent basis)</p> <ul style="list-style-type: none"> Specifically planned learning experiences based on identified 	48		48	

objective; <ul style="list-style-type: none"> • Periodic evaluation check points and/or supervision by instructional staff; 				
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Degree and Technical Diploma Credit Standards				
Instructional Method — Definitions	Degree		Technical Diploma	
	Total Periods per Semester		Total Periods per Semester	
<p>(D) Occupational Experience (Simulated or Actual, on- or off-campus, coordinated by the instructor)</p> <ul style="list-style-type: none"> * Programs of activities with planned learning experiences identified jointly by instructor, student and, if appropriate, employer; * Periodic supervision and evaluation of performance by instructional staff; 	64		64	
<p>(E) On-the-job Experience (Programs of work with non-specified learning experiences, off-campus)</p> <ul style="list-style-type: none"> * Practice and skill development (with or without student remuneration); * Instructor coordinated experience; * Supervision of work performance by the employer and minimal supervision by instructional staff; 	192		192	

Apprenticeship Credit Calculation

The WTCS calculation of credit for apprentice courses is based upon the standard of 36 periods per credit, rounding the result to the nearest 0.25 credit. Translation to MATC's 32, 55-minute periods results in the following equivalents:

Apprenticeship Credit Calculation				
Total Periods	Credits		Total Periods	Credits
1- 8	0.25		17-25	0.75
9-16	0.50		26-32	1.00

Continuing Education Courses (400- and 600-series) Credit Calculation

Calculation of credit for continuing education courses is based upon the standard of 40 (50-minute) periods per credit, rounding the result to the nearest 0.05 credit. Given the number of 50-minute periods, the number of credits is calculated using the following formula:

$$\text{Credits} = \text{Number of periods} \times 55 \div 50 \div 40 \text{ (round the result to nearest 0.05)}$$

Periods	Credits
0-2	0.05
3-4	0.10
5-6	0.15
7-8	0.20
9-10	0.25

Periods	Credits
11-12	0.30
13-14	0.35
15-16	0.40
17-18	0.45
19-20	0.50

Periods	Credits
21-22	0.55
23-24	0.60
25-26	0.65
27-28	0.70
29-30	0.75

Periods	Credits
31-32	0.80
33-34	0.85
35-36	0.90
37-38	0.95
39-40	1.00

Determining the Appropriate Date for Implementation

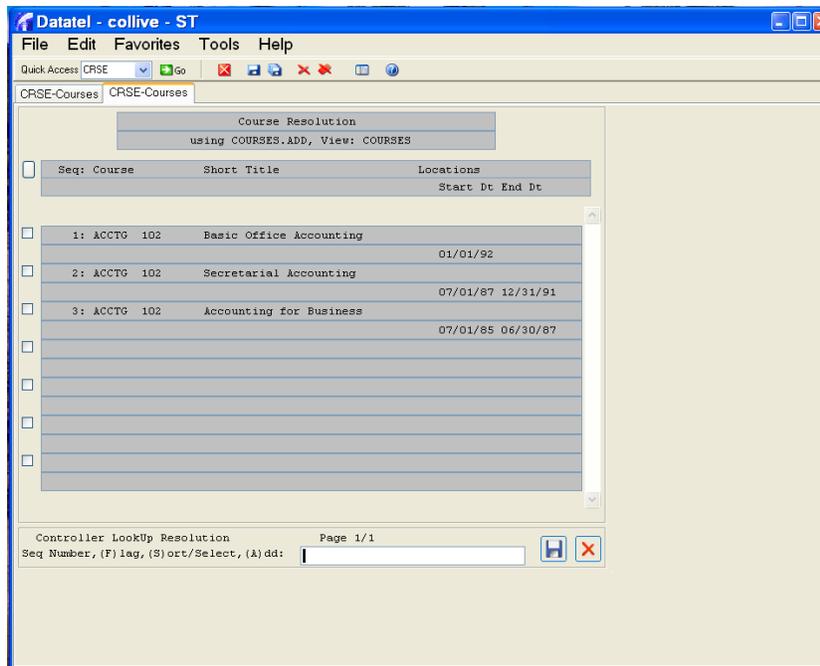
If the course's **descriptive data** changes — its title, credit, and/or hours — the *old version* on COSMO is assigned an end-date and a new version is created with an effective date corresponding to the date that course-sections would begin in the new format. Only one course version is "active" at any given point in time. Because of the interconnectedness of courses and programs on the college's COSMO system, it is very important that those individuals who are responsible for scheduling course sections are familiar with curriculum changes, particularly which semester course changes are to be implemented. Satisfying program requirements means that courses are offered in the particular semester matching what students need in their program of study.

Effective Dates and Class Scheduling

The effective date of a course is based upon the beginning date in an academic year, for example:

If a new or changed course will be offered for the first time:	It will first appear in the printed schedule:	With sections having beginning dates:
<i>Summer of academic year 2014</i>	SU2014 schedule	<i>June 2013</i>
<i>Fall of academic year 2014</i>	FA2014 schedule	<i>August 2013</i>
<i>Spring of academic year 2014</i>	SP2014 schedule	<i>January 2014</i>

The following detail screen from the district's computer system (COSMO) for an Accounting course illustrates how changes in title appear as separate course versions; their effective dates appear in the right column:



Equating New Course Versions for Program Requirements

Courses and programs on the college's COSMO system are interconnected. It is very important that when a course changes its title, an assessment is made to determine if continuing students can satisfy program requirements by taking either course version. If they can, this is indicated on the Course Update form so that an "equate" can be established. When the new version of the course is entered on COSMO, establishing the equate will provide both new and continuing students with the option to meet the requirement by completing *either* course version.

When an equate is not established between two courses, students **must** complete the version of the course that is required to complete the program in the particular catalog year that they are following.

Course Approval

New courses and changes to existing courses originate within the department and division responsible for the course. Courses that originate or are offered by the Continuing Education and Workforce Development to business and industry, also fall within the jurisdiction of the academic division. Requests to change data or

initiate a new course are always made using the official Course Update form, and must be submitted with either the signature of the dean, associate dean, or instructional chair of the department.

Once the course has been entered on the district's computer network (COSMO), the data is submitted to the WTCS for approval through the office of Curriculum Development. WTCS approval is required prior to or during the academic year that students enroll in the course. Failure to obtain approval results in the withholding of state funding.

Completing the *Course Update Form*

- Obtain signatures of approval from the instructor/initiator, and by the instructional chair or associate dean responsible for the department;
- Send the form(s) to the office of Curriculum Development for processing; and
- Assign an instructor the task of completing or modifying the Course Outcome Summary for the course (see Developing/Revising the Course Outcome Summary section).

CURRICULUM DEVELOPMENT - AVAILABLE ON [HTTP://MATC/CURRMANAG/MATC_CURRICULUM/FORMS.HTM](http://matc/currmanag/matc_curriculum/forms.htm)

Course Update

*Submit this Course Update form to create, revise, or discontinue a course.
Please read the directions on the reverse side.*

Select One:

Discontinue this Course

Create a New Course

Revise this Course *Items being revised:* ① ④ ⑤ ⑥ ⑦ ⑧

Reactivate this Course

Effective Semester: Semester _____, 20__ - ____ Academic Year

Dept. No. Subject ID Course No. & Current Course Title
_____/_____/_____/_____

CURRICULUM OFFICE USE ONLY

New Record? Y N

End-date of old record: _____

Most Recent Semester with Active Sections _____

Eff-date of new record: _____

Entered on COSMO _____

① New Course Title: _____

② For changed/new 100, 300, or 500-series *program* courses, attach *Program Requirements Update* form; list the program(s) this course is/will be part of, its function, and sequence (semester) in the program:
 Program: _____
 Technical Support Gen Ed Elective Semester/Quarter: ① ② ③ ④

For changes that involve only the *title* or *hours* by category, is *this version* of the course *interchangeable* with the original course? In other words can students complete program requirements by taking either version of the course? Yes No

③ For new 100, 300, or 500-series *nonprogram* courses
 Select one of the following purposes for this course:

<input type="checkbox"/> Course for Rapid Job Placement (20)	<input type="checkbox"/> Transitional course (50)
<input type="checkbox"/> Certificate Course (Continuing Education) (40)	<input type="checkbox"/> Course needed for prior versions of a curriculum (60)
<input type="checkbox"/> Advanced Technical Certificate course (30)	<input type="checkbox"/> Course required in curriculum for next fiscal year (70)

_____ leads in each category.

Sample-Course Update form

NOTE: If an academic program is affected by a course change, the *Program Requirements Update* form for the affected program is submitted with the *Course Update*. (Refer to the section on **Modifying Program Requirements**.)

Updating Textbook Information

The following procedures are based upon the Administrative Regulation and Procedure EE0102. (See the **Online Textbook Apoption Process** for more details.)

Textbook Adoption

To assure fair and consistent exposure of primary course-related content, the same principle textbooks and materials are to be used in *all sections* of any course taught within the college. There are a few exceptions to this guideline:

- For courses via alternative delivery such as, on-line, TV College, interactive video, and individualized instruction, the principal text may be substituted or supplemented with other materials.
- Textbooks for course offerings in computer software applications may differ based on the version of software used in the class section.

Other guidelines affecting textbook adoption:

- Each course must have texts and supplies which when adopted must be acquired by the student.
- When the publisher releases a new edition, courses that have adopted the textbook are to use the new edition.
- Textbook adoptions should remain in force for two or three years.
- Supplementary materials may vary by instructor and must be included in the course syllabus. For instance, Communication Skills instructors require supplementary novels to achieve the reading novel competency requirement.

Identification and approval of textbooks and supplies for a course are the responsibility of the Academic divisions. The process of selecting textbooks should involve full- and part-time instructors. If only part-time instructors teach a particular course, the selection is with them. Advanced course faculty should be consulted to make sure needed competencies are included. Advisory committee input is welcomed.

To coordinate the district-wide identification and processing of textbooks, changes to the official textbook for a course are channeled through the Curriculum Development office. Specific data required for ordering a textbook (author, title, ISBN number, publisher, etc.) and supplementary material are sent to Instructional Design, where a database of textbooks and supplementary materials for each course is maintained. This database is also used to generate *Textbook Summary* sheets for students who are sponsored by agencies that pay for their textbooks.

For complete directions of the Book Adoption Process, see the ***Online Textbook Adoption Guide***.

Developing Distance Learning Programs/Courses

MATC has made a commitment to providing alternative instructional delivery as a means of meeting the needs of students and to enhance the teaching and learning process. Courses offered at a distance and/or through alternative delivery should meet the same rigor and standards as conventional courses. It is critical that good communication is established in order to plan for this course development and implementation. The following process has been identified to allow for timely planning and implementation.

A need or interest must be established for a program or course to be offered using distance learning. This interest can develop from faculty, associate dean, dean or advisory committee. Curricula for these offerings must meet the standards of the instructional programs and courses. The initial concept should be reviewed in the academic department and then forwarded to the associate dean and dean for approval and identification of resources to begin development. The proposal should be presented to the division curriculum committee and the Curriculum Department for review. If the concept represents new curricula, the proposal should then be forwarded to the district wide curriculum committee as well as the Curriculum Department. At the next step, faculty are assigned to the project and may be required to demonstrate skill/competence related to the delivery of instruction using the distance learning method.

The design team, consisting of individuals such as the faculty charged with development, the associate dean, curriculum leadership and instructional support faculty, should establish the course development and implementation timeframe. Course development plans for summer and fall semesters should be completed by the preceding January and plans for spring semesters should be completed by the end of the preceding August.

Issues of appropriate delivery need to be addressed by the office of Distance Learning. Therefore, proposed curricula must be developed using the guidelines of the Distance Learning Course Conversion Approval Process along with the information and approvals identified on the MATC *Distance Learning Delivery Form*. (See *Appendix*) At each step of the process written approvals, in the form of sign-offs, should be noted. Completed original Distance Learning Approval forms are kept and distributed from the Instructional Design Office.

Assessment and evaluation of the outcomes of each course should occur on a yearly basis to determine if the instruction is meeting the mark and to allow for revisions.