

Modesto Junior College
Academic Senate
Resolution: F18-D
Using C-ID Descriptors as the Standard for Determining Unit Values at
Modesto Junior College

Proposed by: the MJC Academic Senate Executive Committee

Whereas: The MJC Academic Senate recognizes that student load can present roadblocks as well as opportunities for student completion and success;

Whereas: Over the past 5-years, we have engaged in an important but extremely contested discussion over what constitutes an appropriate unit load for any given course.

Whereas: Student load is a result of student behavior AND course, program, and institutional design.

Whereas: [SB1440](#) and the [Program and Course Approval Handbook](#) (PCAH) lay out requirements for offering [Associate Degrees for Transfer](#) (ADTs) that require no more than 60 semester units with no additional local requirements;

Whereas: At the state-level disciplines created [transfer model curriculum](#) (TMC's) that often account for all major and General Education (G.E.) units in such a structured and restrictive way that to meet the 60 unit maximum that courses used as major requirements must be double-counted as general education courses;

Whereas: Courses with higher unit values make it difficult to meet the requirements for [TMCs](#) and have historically caused delays in the development and acceptance of ADTs through the community college system;

Whereas: An important goal of the California Community College Chancellor's Office "[Vision for Success](#)" is reducing "excess" course credits, which aims to "Decrease the number of units accumulated by students earning associate degrees to an average of 79 units." (p. 2, 11, 12, 16);

Whereas: The vast majority of MJC's students are part time students, averaging 3 to 4 completed units per semester, and higher unit courses make it difficult for students to take more than one class in a given term;

Whereas: The UC [Transfer Course Agreement](#) and [CSU Transfer policies](#) dictate that no more than 70 baccalaureate units will be accepted for transfer admission.

Whereas: Articulation agreements with individual CSU and UCs determine if/how community college units assigned to a course are applied to the baccalaureate transcript, and [CSU-EO 1100](#) and [IGETC standards](#) establish maximum unit values for General Education breadth certification.

Whereas: High-unit value courses can adversely affect student progress and achievement in some academic and special programs, (such as athletics, CalWORKs, EOP&S, Veterans, etc.) in retaining financial aid, program eligibility, and good academic standing should a student have to withdraw or is unable to pass such a class;

Whereas: Additional units are a financial and time burden on students and can negatively affect participation in other curricular and extracurricular activities;

Whereas: On [April 16, 2015](#) (also see [April 2, 2015](#)) the Academic Senate upheld the Curriculum Committee's Curriculum Review Process for settling disputes over courses with contested unit values, but did not create a policy or standard that actually states the faculty position regarding unit values;

Therefore: Be it resolved, that the MJC Academic Senate upholds the Curriculum Committee's [approved motion of April 14, 2015](#) that "For transferable courses, the standard for C-ID will follow not only the units for C-ID, but also the contact hours associated with that C-ID" as the official position of faculty on this matter, and setting the unit value on a C-ID descriptor in the "minimum unit" field as the standard for that course at MJC;

Therefore: Be it further resolved, that the position of the MJC Academic Senate is that, for transferable courses, that the lowest number of units established for comparable CSU and UC courses acts as a threshold for unit values, barring a requirement for articulation by a particular CSU or UC that requires us to a higher unit value to maintain articulation.

First Reading: February 7, 2019

Final Reading:

Disposition: Failed