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 unit load can present major roadblocks to 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.