MCC
Curriculum Guide
Processes and Procedures
TABLE OF CONTENTS

Roles & Responsibilities  3

Curriculum Committee Members  3
Curriculum Specialist Responsibilities  4
Curriculum Development Facilitator (CDF) Responsibilities  4
Vice President of Academic Affairs/Designee  5
Initiator  5

Curriculum Processes  6

Creating A Course 6
Creating A Program  8
Modifying an Existing Course 10
Modifying an Existing Program 11
General Studies  12
How to Apply for General Studies Designations:  12
How to Prepare a General Studies Proposal:  12

Curriculum Terms  16
Roles & Responsibilities

Curriculum Committee Members

The committee member is expected to attend all meetings or provide for the alternate’s attending. He/she is expected to have reviewed materials prior to the meeting. The agenda and supporting materials will be made available with ample time for this purpose. The committee will confine its concerns to those items appropriate to the listing on the forms provided. Committee members will be responsible for informing chairs in the zones they represent of proposals that may present concerns in their disciplines. Members should not be concerned with their discipline only - they are to represent all disciplines in their zone.

Committee Composition and Responsibilities

The composition of the committee is reflective of the range of disciplines on our campus. The “Zones” or areas of study should be widely represented by the members of the committee. The zones are designated as follows:

<table>
<thead>
<tr>
<th>Zone</th>
<th>Disciplines within each zone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>Art, Communication, Film Arts, Music, Theatre</td>
</tr>
<tr>
<td>Business</td>
<td>Business and Information Systems, Network Academy</td>
</tr>
<tr>
<td>Emergency Services</td>
<td>Administration of Justice, Fire Science/EMT</td>
</tr>
<tr>
<td>Health</td>
<td>Exercise Science, Dental Hygiene, Nursing, Veterinary Technology</td>
</tr>
<tr>
<td>Human-Built World</td>
<td>Agribusiness, Architecture, Construction, Drafting, Interior Design, Urban Horticulture</td>
</tr>
<tr>
<td>Literacy</td>
<td>Education Studies, English, Reading, World Languages</td>
</tr>
<tr>
<td>Machinery</td>
<td>Automation Technology &amp; Robotics, Automotive Performance, Electronics Technology, Manufacturing, Microcircuit Mask Design, Welding Technology</td>
</tr>
<tr>
<td>Science</td>
<td>Life Science, Mathematics &amp; Computer Science, Physical Science, Psychological Sciences</td>
</tr>
<tr>
<td>Service Faculty</td>
<td>CTL, CCCE, Counseling, Library Sciences</td>
</tr>
<tr>
<td>Social Science</td>
<td>Cultural Science, Philosophy &amp; Religious Studies, Social Science</td>
</tr>
<tr>
<td>Non-Voting Members</td>
<td>VPAA or designee, Financial Aid, Advising, Graduation Specialist, Admissions &amp; Records, Curriculum Specialist</td>
</tr>
</tbody>
</table>
Roles & Responsibilities

Curriculum Specialist Responsibilities

- Provides appropriate forms and sections of the curriculum procedures as requested
- Reviews curriculum and general education proposals for accuracy
- Enters all proposals into ACRES for processing
- Assembles all required forms and supporting materials to complete proposals
- Distributes curriculum proposals to the appropriate Instructional Council and forwards their response to the campus curriculum committee and district curriculum committee
- Maintains records of curriculum activity and meeting agendas
- Complies reports for various departments (ex. OIE, Financial Aid, etc.)

Curriculum Development Facilitator (CDF) Responsibilities

- Is involved in the curriculum process from it inception to its conclusion
- Works with the initiator and others to produce written curriculum proposals
- Is responsible for the accuracy and completeness of all required curriculum materials
- Works with faculty to prepare general education proposals
- Serves as liaison between college and district curriculum coordinator
- Attends meetings of the district curriculum committee to represent interests and concerns of the MCC faculty
- Serves as needed on subcommittees and ad hoc committees of the district curriculum committee
- Shares information from and provides faculty feedback to the district curriculum committee
Roles & Responsibilities

Vice President of Academic Affairs/Designee

The VPAA, Dean of Instruction, or other designee will chair all college curriculum committee meetings, attend district curriculum committee meetings or designate a representative to attend district meetings, participate in the discussion of curriculum issues, and vote in the event of a tie.

Instructional Council (IC)

All materials, for the exception of program modifications, require recommendations from the appropriate Instructional Council. Material must be submitted to the instructions councils at least ten instructional days prior to the campus curriculum meeting or the proposal(s) can not be placed on the meeting agenda.

Initiator

- Faculty members become initiators when they request that a curricular or general education action be taken. The faculty initiator consults with his or her department chair, faculty, or appropriate dean concerning the development of a curriculum or general education proposal.

- He/she also works in conjunction with the curriculum designer in developing the curriculum or general education proposal.

- Initiators are expected to attend the college curriculum committee meeting during which their proposals are presented in order to address questions and concerns from committee members.

- If initiators do not attend the relevant committee meetings and questions or concerns arise, proposals will be tabled until a future meeting when the initiators can be present to represent their proposals.
Curriculum Processes

Creating A Course

The first step before creating a new course is to check the district-wide course bank for a course that meets your teaching objectives. If you can find a current course there, it is an approved course and you can offer it. If there doesn’t seem to be a course that meets your objectives, you might consider creating a new course.

The District Coursebank can be found at: https://curriculum.maricopa.edu/

1. Once you confirm that you want to create a new course, you will want to work with your CDF with the following steps:
   You can look up courses in your discipline by prefix. Choose a well-written course to use as a model.
2. Consult with your chair and your instructional council representative to see if they will support your new course proposal.
3. Write a draft of your new course, including the course prefix and number (Your Curriculum Specialist can help you find an available number). Keep in mind that we usually use 100-level numbers for courses without prerequisites and 200-level numbers for courses that have prerequisites. You might need to bend this rule to keep your course in a particular sequence, but it’s a good rule of thumb to follow, when possible.
4. The other required elements for the course proposal include:
   • **Effective term**: This indicates what semester the course will first be available
   • **Course title**
   • **Credits**: The number of credits the student will receive for taking the course
   • **Periods**: The number of hours the class will meet
   • **Activity type**: lecture, or lab, or a combination of the two, L+L.
   • **Need Statement**: This is a brief statement explaining why the course is needed. It provides justification for development of a new course and explains, in general, how adding the course will improve District curriculum.
   • **Course Description**: This is a brief statement that gives an overview of the content of the course, written in phrases, not in complete sentences.
   • **Course Competencies**: a numbered list of learning outcomes that successful students will achieve while taking your class. The competencies should be coordinated with the course outline.

   For example, if a student will accomplish competency #1 when you cover outline item I, please indicate (I) at the end of the competency, like this:

   1. Define terminology commonly used in literary criticism. (I)

   Again, this is an area where the CDF can help you translate your intentions into curriculum-language competencies.
   • **Course Outline**: a formal outline that shows the major areas to be covered in the course with more specific subtopics listed.
Curriculum Processes

Creating A Course

5. Once you are satisfied with your draft, the CDF will edit the proposal in the District Curriculum Committee required format. S/he will stay in touch with you and discuss any editing recommendation or changes. The Curriculum Specialist will create a formal proposal and return it to you for your review and final approval.

6. Your proposal will then be sent to the Instructional Council (IC) for their review. Instructional Councils have 10 instructional days to respond to the proposal.

7. When the IC returns the approved course, it will then be placed on the Curriculum Committee’s next agenda. The initiator must attend the committee meeting to present the new course. The committee members may have questions or concerns that the initiator can address.

8. When both the IC and Curriculum Committee approve the course, it is forwarded to the District Curriculum Committee (DCC) by the Curriculum Specialist.

   (If your instructional council and/or the college curriculum committee disapproves your proposal, the process ends there and the course will need revision before moving forward.)

   The CDF will stay in touch because s/he represents your proposal to the DCC. In some rare cases, you may be asked to attend the DCC meeting to answer questions. If approved by the DCC, it goes forward to the Governing Board for final approval.
Creating A Program

The first step before creating a new program is to look through the district-wide program listing for a program that meets your teaching objectives. If you can’t find such a program, you may want to consider creating a new program. This is a bit of a lengthy process many moving pieces.

Once you confirm that you want to create a new course, you will want to work with your CDF with the following steps:

1. You can look up programs in your discipline and choose a well-written program to use as a model.

2. Using that as a model, put together your ideas of what you want in your program: courses, pre-reqs, electives, etc. An important part of your proposal will be the rationale for the program. Some hard data on the need or the employment opportunities will be necessary here. Doing your homework at this point will save you lots of time and aggravation later – because it will be asked for during the approval process.

   Please note: if some of the courses you want in your program do not exist, then back up and create the courses first (see instructions above). We cannot process both the course and the program at the same time.

3. Consult with your chair and dean of instruction to determine if they will support your new program proposal.

4. The Curriculum Specialist and CDF will assist in putting the program proposal into the proper format for the Feasibility Plan. They can help you identify any missing pieces and help edit the materials as needed. The Feasibility Plan allows deans and curriculum staff across the district know in advance that you are proposing a new program. They might express concern that your program will compete with an existing program, or they might ask to share your new program at their colleges.

   More information about the requirements for the Feasibility Plan can be found here: https://curriculum.maricopa.edu/curriculum/curriculum-procedures-handbook/programs/occupational-programs/feasibility-plan-requirements

5. Curriculum Specialist and CDF will help you respond to questions and concerns raised about the proposal. Once any issues related to the Feasibility Plan are addressed, the Curriculum Technician and CDF will work with you to lay out the specific requirements of your program. Curriculum Technician will then process the new program proposal, send it to your instructional council for their approval, and place it on an upcoming agenda of the college curriculum committee.
Creating A Program

6. The CDF and Curriculum Specialist will also let you know when the college curriculum committee will be looking at your proposal. Please plan to attend that meeting. Sometimes we have questions that cause proposals to be tabled until someone can be there to answer them. That can hold up the process if the initiator isn’t present at the meeting.

7. Assuming that your instructional council and the college curriculum committee approve your proposal, the Curriculum Specialist forwards the proposal to the DCC to be placed on a meeting agenda.

   (If your instructional council and/or the college curriculum committee disapproves your proposal, the process ends there and the program will need revision before moving forward.)

8. Once the DCC approves your proposal, it is ready to be forwarded to the Governing Board for final approval. Occasionally you may be asked to attend the DCC meeting if there are questions raised. Stay in touch with your CDF and s/he will let you know the status of the proposal.
Modifying an Existing Course

It can be challenging to bring current developments from your field of expertise into the classroom in a timely manner. You might find that you want to make changes to an existing course to reflect the most current teaching in your field. Here’s how to do it:

1. Check with your chair and your instructional council representative to see if they will support changing the course. Remember that any changes we make affect everyone else in the district who teaches the course, so it’s especially important to have support from your instructional council. If the course is widely used throughout the district, you might want to consult with the instructional council before submitting a proposal to modify a course.

2. Go to the district curriculum website: https://curriculum.maricopa.edu/ and look at the current documentation for the course. You can do this by searching for the course by prefix and number. If there are several versions of the course, choose the one that says “Current” in the Final Term column.

3. If you have decided the curriculum needs to be updated, you will then contact your CDF and Curriculum Specialist and notify them that you would like to begin processing a course modification. They will then put the current information in a Google doc where you can work with the CDF to edit the curriculum to your liking. You will also need to provide a brief rationale statement explaining why and how your are modifying the curriculum.

4. Once the modifications have been made and you approve the final draft, the Curriculum Specialist will enter all the information in ACRES and send the proposal to the Instructional Council. The IC has 10 instructional days to reply with approval or requested changes that need to be made.

5. Assuming the IC approves the proposal, the next step is to present your modifications to the Campus Curriculum Committee. The Curriculum Technician will place your proposal on the next committee meeting, please plan to attend that meeting. Sometimes we have unanswerable questions that cause proposals to be tabled until someone can be there to answer them. That will hold up the process if the initiator isn’t available.

(If your IC and/or the College Curriculum Committee disapprove your proposal, the process ends there until further edits can be made.)

6. With approvals from the IC and Curriculum Committee, the Curriculum Specialist will then forward the proposal to the District Curriculum Committee (DCC) through the ACRES database.

7. The DCC will review the proposal and when approved it will then go to the Governing Board for final approval. The modifications will then be updated in the course bank will become effective as indicated on the proposal.
Curriculum Processes

Modifying an Existing Program

Occupational programs must remain responsive to the changing needs of business, industry, and public institutions and services. You might find that you want to make changes to an existing program to meet those needs. Here are the steps to update an existing program:

1. Check with your chair and Dean of Instruction to see if they will support changes you would like to make. Remember that any changes we make affect everyone else in the district who offers the shared program, so it’s especially important to have support from your instructional council (IC). If the program is widely used throughout the district, you might want to consult with the IC before submitting a proposal to modify the program.

2. Go to the district curriculum website: https://curriculum.maricopa.edu/ and look at the current documentation for the program. You can do this by searching for the title or four-digit major code. If there are several versions of the program, choose the one that says “Current” in the Final Term column.

3. Use this information to create your draft of changes. Contact your CDF and Curriculum Specialist and notify them that you would like to begin processing a program modification. They will then put the current information in a Google doc where you can work with the CDF to edit the curriculum to your liking. You will also need to provide a brief rationale statement explaining why and how your are modifying the curriculum.

4. Once the modifications have been made and you approve the final draft, the Curriculum Specialist will enter all the information in ACRES and send the proposal to the Instructional Council as an informational memo. If the program is shared, the Curriculum Specialist will also send notification to all sharing colleges. They will have 10 instructional days to reply with approval or requested changes that need to be made.

5. Assuming the IC approves the proposal, the next step is to present your modifications to the Campus Curriculum Committee. The Curriculum Technician will place your proposal on the next committee meeting, please plan to attend that meeting. Sometimes we have unanswerable questions that cause proposals to be tabled until someone can be there to answer them. That will hold up the process if the initiator isn’t available.

6. With approvals from the sharing colleges and Curriculum Committee, the Curriculum Specialist will then forward the proposal to the District Curriculum Committee (DCC) through the ACRES database.

7. The DCC will review the proposal and when approved it will then go to the Governing Board for final approval. The modifications will then be updated in the program bank and SIS and the program will become effective as indicated on the proposal.
General Studies

How to Apply for General Studies Designations:

MCCCD’s General Studies designations are aligned with ASU’s model and are governed by the ASU General Studies Council. General Studies (GS) proposals may be developed for MCCCD courses that meet both the following criteria:

(A) The course must transfer as elective-or-better to all three Arizona public universities. Only courses that transfer to all three Arizona public universities can be included in the Arizona General Education Curriculum (AGEC).

(B) The course must not have a direct equivalency to an ASU course. If a direct ASU equivalency exists, the MCCCD course “inherits” only the designations carried by the ASU course.

There are two types of General Studies proposals:

• New Proposal: This is a proposal for a GS designation not already carried by a course.
• Mandatory Review: This is a proposal to renew a GS designation already carried by a course. Every five years, a subcommittee of the ASU General Studies Council reviews the course’s GS designation(s), and may request that a new proposal be submitted in order to renew the designation.

The procedure is the same for both types of proposals, and a box gets checked on the Proposal Cover Sheet if it is Mandatory Review.

How to Prepare a General Studies Proposal:

The faculty initiator for a General Studies (GS) designation should first determine if the course meets the criteria for the desired designation. Criteria for General Studies designations can be found at the following link: General Studies Criteria List

Once the faculty initiator of the General Studies (GS) proposal has determined that a particular course meets the criteria for the desired designation, they should discuss with the relevant Instructional Council(s) the possibility of adding a new GS designation for the course. If members of the IC(s) agree that the designation is desirable, the faculty initiator should proceed as follows:
Download and complete the following two documents from the above-listed ASU General Studies website:

- Proposal Cover Form for Arizona Community College courses
- Criteria Checklist for the desired designation

(Please note: A separate GS proposal must be prepared for each designation sought.)

Any questions that arise while writing the proposal may be sent to the General Studies Faculty Representative (GSFR) at julie_holston@southmountaincc.edu

Exemplary proposals from previous years can be found at this link.

If the proposal is Mandatory Review, the faculty initiator might want to ask the General Studies Faculty Representative (GSFR) if the previous GS proposal for that course (from five years ago) is available as an example.

Once a draft proposal is completed, please send an electronic copy to the GSFR. A complete proposal will contain the following (please send as separate attachments in one email):

- Proposal Cover Form for Arizona Community Colleges
  * If the proposal is Mandatory Review, please check the appropriate box between items #4 and #5.
  * You may leave box #8 blank to be completed by the GSFR.

- Criteria Checklist, which must include detailed information about how each criterion is met (see the final page of the checklist)

- Official MCCCD course description, competencies, and outline, which can be obtained through the MCCCD curriculum search engine (please convert to Word or PDF)

- A sample course syllabus from a faculty member in the district who teaches the course

- The table of contents from the textbook used by the faculty whose syllabus is included, and/or a list of readings used in the course.

In addition to the above, sample assignments and other material demonstrating how the course meets the designation’s criteria may be included.
Curriculum Processes

General Studies

The GSFR will review the proposal and either approve it to move forward or suggest revisions to strengthen it. Once the faculty initiator and the GSFR have agreed that the proposal is complete, the GSFR will forward an electronic copy to the relevant Instructional Council(s) for review.

In reviewing the proposal, IC members should speak with disciplinary faculty at their colleges to make certain that (A) the proposal reflects what is written in the official course competencies; and (B) to agree that, if the course is taught at their college, it will be taught in accordance with the criteria for the General Studies designations being applied for. The IC has 10 working days to review the proposal. If approved, the IC chair will send confirmation of the IC’s approval by email to the GSFR. By confirming the IC’s approval, the IC Chair is affirming that the course is (or will be) taught in a similar way throughout the district.

The GSFR will then submit the proposal electronically to the General Studies Program Coordinator at ASU, who will send it to the appropriate General Studies subcommittee.

The members of the subcommittee will evaluate the proposal and report their recommendation to the GS Council at its next monthly meeting. The possible outcomes are “Approve”, “Revise and Resubmit” or “Deny”. (In the case of the latter two, a rationale will be provided by the subcommittee.) The GSFR will notify the faculty initiator, the IC, and other appropriate groups about the outcome.

Questions about the General Studies process? Send an email to Julie Holston, the General Studies Faculty Representative at julie.holston@southmountaincc.edu
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity Type:</td>
<td>Lecture, Laboratory, or Lecture + Laboratory.</td>
</tr>
<tr>
<td></td>
<td>Lecture (Lec): a course in which information is presented and examined primarily through instructor-student discussion.</td>
</tr>
<tr>
<td></td>
<td>Laboratory (Lab): a course in which knowledge is gained primarily through structured practical experience of objects under study.</td>
</tr>
<tr>
<td></td>
<td>Lecture and Laboratory (Lec + Lab): a course which combines the classroom presentation and discussion of information with practical application and hands-on learning experiences.</td>
</tr>
<tr>
<td>CIP Code:</td>
<td>Numeric Federal code which defines the occupational classification of instructional programs.</td>
</tr>
<tr>
<td>Content Outline:</td>
<td>An outline reflects the content that will be covered by a course.</td>
</tr>
<tr>
<td>Course Competencies:</td>
<td>Statements which describe skills and/or knowledge students are expected to possess as a result of completing the course successfully. Includes an Outline Reference (Roman Numerals) which identifies a relationship between a major outline point and a Competency.</td>
</tr>
<tr>
<td>Course Description:</td>
<td>Course descriptions indicate the content of a course. They are written in phrases, not in complete sentences, and should be brief and concise. The MCCCD web course bank allows for a maximum of 1200 characters (including spaces) for course descriptions.</td>
</tr>
<tr>
<td>Course Notes:</td>
<td>Contains critical course information such as credit/no credit option and course repeat statements.</td>
</tr>
<tr>
<td>Course Number:</td>
<td>Number that is assigned to a course that provides information about course level and sequence. Numbers range from 001-299. Numbers below 100 are not transferable to Universities and do not apply toward MCCCD degrees or certificates.</td>
</tr>
<tr>
<td>Course Type:</td>
<td>A course is either Academic or Occupational. Academic courses are those designed to provide general education and knowledge rather than a specific skill. Occupational courses are those that are designed to provide workforce readiness and to develop occupational or paraprofessional skills.</td>
</tr>
<tr>
<td>Credits:</td>
<td>The term used to indicate the value of an academic credit.</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Cross-referenced Courses:</td>
<td>Two or more disciplines connected to the course. All course elements are identical except for the prefix. Some variation may occur at number level if a number is not available for use.</td>
</tr>
<tr>
<td>Department/Division:</td>
<td>The academic department or division at the institution offering the program.</td>
</tr>
<tr>
<td>Instructional Council (IC):</td>
<td>District-wide group of faculty who evaluate the quality and appropriateness of the content of curricula and the impact of curricula on the disciplines which have been assigned to it.</td>
</tr>
<tr>
<td>Major Code:</td>
<td>Numeric code assigned to occupational and academic programs for reporting purposes.</td>
</tr>
<tr>
<td>MCCCD Governing Board/DCC Approval Date:</td>
<td>The date the certificates and degrees were approved by the District Curriculum Committee (DCC) and/or the Maricopa County Community College Governing Board.</td>
</tr>
<tr>
<td>Occupational Area:</td>
<td>Defines a broad occupational area. (e.g. Business).</td>
</tr>
<tr>
<td>Overall GPA:</td>
<td>Minimum required Grade Point Average (G.P.A.) as determined by the colleges and approved in the curricular process.</td>
</tr>
<tr>
<td>Periods:</td>
<td>The number of 50-minute periods per week that a course should be offered during a standard 16-week semester</td>
</tr>
<tr>
<td>Prefix:</td>
<td>The three-letter course subject.</td>
</tr>
<tr>
<td>Program:</td>
<td>Group of courses and other requirements that when completed satisfy the requirements for an occupational or academic degree or certificate.</td>
</tr>
<tr>
<td>Program Availability:</td>
<td>The way in which programs that are offered are available: district wide (DW), Shared (SH - between two or more institutions) or College Specific.</td>
</tr>
<tr>
<td>Program Award:</td>
<td>Type of program award offered: Associate in Applied Science (AAS), Certificate of Completion (CCL), Associate in Arts (AA), Associate in Business (ABUS), Associate in General Studies (AGS), Associate in Science (AS), Arizona General Education Curriculum (AGEC), and Academic Certificate (AC).</td>
</tr>
<tr>
<td>Program Competencies:</td>
<td>Cumulative information which describes the minimum exit skills a student should possess once a program is completed.</td>
</tr>
<tr>
<td>Program Title:</td>
<td>Indicates the occupational field of a program.</td>
</tr>
</tbody>
</table>
## Curriculum Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Requisites (Pre/Corequisites):</strong></td>
<td>Prerequisites define requirements which must be completed prior to enrollment in a course. Corequisites define requirements that must be met concurrently with a course.</td>
</tr>
<tr>
<td><strong>SOC Code:</strong></td>
<td>The Standard Occupational Classification (SOC) system is used by Federal statistical agencies to classify workers into occupational categories for the purpose of collecting, calculating, or disseminating data. The Department of Labor maintains a database of descriptive information about each of these job categories/clusters, including essential knowledge and skills, typical day-to-day activities, national salary ranges, and usual level of education to work in this field; this information is accessible and searchable on their O<em>net (Occupational Information Network) website. O</em>net data can be very useful in verifying that an appropriate SOC code has been selected for the program and that gainful employment is possible for someone with a CCL (usually shown as “some college” on O<em>net). O</em>net provides a crosswalk that relates CIP and SOC codes; it also allows one to search based on other criteria.</td>
</tr>
<tr>
<td><strong>Subject:</strong></td>
<td>Three letter designation for the discipline to which a course belongs.</td>
</tr>
<tr>
<td><strong>Suffix:</strong></td>
<td>Alphabetic characters grouped with the Course Number that often identify a modularized course. (e.g., AA, AB, BB, AX...).</td>
</tr>
<tr>
<td><strong>Term Range:</strong></td>
<td>Defines the begin and end year term for the course. Each year term consists of five (5) digits. The first four refer to a year and the last one corresponds to a semester. 2 = Spring, 4 = Summer I, 5 = Summer II and 6 = Fall. An End Term of 99999 corresponds to a course that is open-ended or currently available. 20006 would be Fall 2000.</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>Total credit hours for the program.</td>
</tr>
</tbody>
</table>