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Curriculum Review Structure

Purpose

Curriculum is the backbone of Skyline College. It reflects the diversity of the disciplines that make up our college community, the different pedagogical philosophies we bring to the classroom, and the strengths of our education and training. Faculty are charged with the primary responsibility for the development of new courses and programs and the revision of existing courses and programs.

The primary role of the Curriculum Committee is to approve new and revised curriculum and academic policies to ensure compliance with Title 5 and the California Education Code prior to submission to the Board of Trustees for final approval. In addition, the Skyline College Curriculum Committee provides guidance and oversight to ensure that all curriculum is sound, comprehensive and responsive to the evolving needs of our students as well as the academic, business, and local communities.

The Committees Responsibilities are in:

- Curriculum, including course and program approval
- Degree and certificate requirements
- Grading policies as they pertain to course outlines
- Educational programs
- Program review

The Curriculum Committee website contains committee membership and meeting dates, agendas and minutes, processes and CurricUNET instructions for submitting new and modified course proposals, the Curriculum Committee Handbook, and Program Review information.

Membership

Members of the Curriculum Committee are drawn from faculty, the administration, the classified staff and students. Because curriculum is the primary responsibility of faculty, voting membership will be exclusively faculty. Two faculty members from each academic Division will be selected through a Division process to serve on the Committee. The Curriculum Committee chair will be selected through a college-wide process following the Skyline College Academic Senate guidelines. The Curriculum Committee chair will also represent their Division.

The Chief Instructional Officer (CIO) of the institution is integral to successful development and implementation of curriculum. The Vice President of Instruction serves on the committee in this capacity and communicates to the President of the College and the Board of Trustees the work of the committee. The Committee also requires a number of members to serve as resources in their areas of expertise. This includes the library, distance education, Articulation Officer, Matriculation Officer and Admissions and Records. These resource members may also have a dual role of
representing an academic division and if so, they would be one of the voting members. Students must be provided an opportunity to participate in formulation and development of college policies and procedures and as such the Committee also has representation of current Skyline College student(s). They are non-voting members.

Committee Membership

- Curriculum Committee Chair (also represents their academic division) (voting member)
- One faculty member from each academic division (voting members)
- Vice President of Instruction (resource member)
- Library (may also represent an academic division)
- Articulation Officer (may also represent an academic division)
- Distance Education Faculty Coordinator (may also represent an academic division)
- Dean of Counseling (Matriculation Officer – resource member)
- Dean of Enrollment Services or Registrar (resource member)
- Instruction Office Staff (resource member, note taker and committee organization
- ASSC appointed student(s) (resource member)

Roles and Responsibilities

The Committee as a Whole

The primary role of the Curriculum Committee is to approve new and revised curriculum and academic policies to ensure compliance with Title 5 and California Education Code prior to submission to the Board of Trustees for final approval. In addition, the Skyline College Curriculum Committee provides guidance and oversight to ensure that all curriculum is sound, comprehensive and responsive to the evolving needs of our students as well as the academic, business, and local communities.

The Committee’s responsibilities in each of the areas are defined as follows:

A. Curriculum

In the area of curriculum the Committee’s duties include, but are not limited to, approval of:

- New and revised course outlines of record for degree-applicable credit courses, non-degree credit courses, and noncredit courses;
- Prerequisites, co-requisites and recommended preparation for courses. The Committee must ensure that prerequisites, co-requisites and recommended preparations are appropriately selected in such a way as to ensure students are adequately prepared for a course and will have the skills necessary to succeed in the course. The Committee must also ensure that prerequisites, co-requisites and recommended preparations do not act as a barrier to students seeking to complete course work or programs;
• Limitations on the number of times a course may be repeated;
• Approval of credit hours – the Carnegie Unit;
• Review Curriculum Handbook as an agenda item every Fall Semester

**Committee Members**

Committee members will receive an *agenda* with accompanying materials on the Monday prior to a Curriculum Committee meeting. Members are expected to review the materials before the meeting and be prepared to make a decision on the course or program proposal after the Committee’s discussion.

**Roles and Responsibilities**

**Curriculum members**

- Attend all curriculum committee meetings
- Know curriculum procedures, policies, resources, forms, and deadlines
- Provide support for faculty in her/his division during curriculum development through answering questions, providing information on curriculum policies and procedures, and working with faculty preparing curriculum presentations.
- Keep their division appraised of curriculum issues and work of the curriculum committee

**Faculty Chair**

The Curriculum Committee is chaired by a Senate representative on the committee. The faculty chair receives reassigned time. The Chair works collaboratively with the Vice President of Instruction. The VPI Office provides support for the curriculum inventory and agendas.

- Prepares curriculum committee agendas in conjunction with the V.P., Instruction and conducts committee meetings
- Serves as a resource person to assist faculty in the development of curriculum proposals
- Maintains curriculum committee handbook and develops recommended procedures and forms for the processing of curriculum materials.
- Reviews all curriculum proposals for technical accuracy and works with faculty to make necessary corrections
- Facilitate curriculum training for the committee and keeps the committee up to date on state curriculum issues and policies
- Reports to the Academic Senate on matters of the Curriculum Committee
- Provide input and support for curriculum substantive change reports needed for accreditation
- The Curriculum Committee faculty Chair shall, whenever possible, attend the Curriculum Institute in order to be up to date on Title 5 changes and in order to receive Stand Alone Training in person. When attendance is not possible, a faculty designee will attend or the Co-Chair will receive training from CCCConfer and receive documentation from the Chancellor’s Office that he/she is able to train faculty and staff on this subject.
Dean

- Review all curriculum submitted in the division for accuracy and completeness
- Attend Curriculum Committee meetings
- Support faculty in the development of curriculum
- Uploads and submits new programs and degrees into the state curriculum system

Articulation Officer

- Develops, updates, and maintains all articulation agreements and related materials
- Serves as a consultant to faculty on issues related to articulation
- Maintains and regularly updates the ASSIST database
- Ensures that required ASSIST reports are filed accurately and on time
- Keeps the Curriculum Committee informed on matters related to articulation
- Facilitates articulation with public and independent colleges, universities, and other community colleges
- Submits courses into the C-ID system
- Participates in the Technical Review of curriculum

Learning Resource Faculty

- Reviews proposals to assess stated course needs for textbooks, periodicals, or new library resources or acquisitions
- Recommends additional information resources to faculty
- Participates in the Technical Review of curriculum

Distance Education Coordinator (or designee)

- Reviews all curriculum proposals with proposed distance education components
- Acts as a liaison between the Curriculum Committee and the Distance Education Subcommittee

Student Learning Outcomes and Assessment Coordinator (or designee)

- Provides expertise on SLO-related issues
- Reviews SLOs to ensure compliance with program and institutional SLOs for every course and program reviewed by the Curriculum Committee
Board of Trustees Policies and Procedures

Board of Trustees Policies and Procedures Chapter 6 pertains directly to matters of curriculum, degree information and other education matters.

The Link for these resources is below:


Curriculum Committee Procedures

Meeting Schedule:

1st and 3rd Wednesday of the month, 2 – 4:30 in room 4-343
In the months when there are 5 Wednesday, the Curriculum Committee may meet on that day.

Quorum and Meeting Operations:

The Chair, or designee, calls the meeting to order and runs the meeting. A quorum is met when more than 50% of the voting members are present (simple majority).

The Instruction Office provides support with curriculum documents, minutes and posting information on the Curriculum Website.

Sub-Committees and Ad Hoc Committees

The Curriculum Committee can form sub-committees as needed to support the work of the committee. Sub-committees typically are formed to lead and manage issues or topics that are ongoing, such as the General Education Sub-Committee. Ad Hoc Committees may be formed when a specific issues needs to be address in a defined amount of time. When the task is completed, the Ad Hoc committee is disbanded.

Technical Review Committee

Curriculum development is a faculty-driven process. Faculty initiates new and modified curriculum proposals (including the addition of the distance education delivery mode) in the SMCCCD’s version of the web-based program, CurricUNET. Once the faculty member submits a proposal, it begins a process of review and electronic approvals. The initial approval is made by the appropriate Division Dean, who either returns the proposal to the faculty member with a request for changes or forwards the proposal to the technical review process. When the proposal reaches the technical review process, it is reviewed by various faculty Curriculum Committee members and curriculum support staff for compliance with best practices in curriculum development and Title 5 regulations. Once all technical review comments have been made the
proposal is returned to the developing faculty member(s) by the Technical Review Chair (Instruction Office administrative analyst) for appropriate corrections; after which the faculty member(s) take action to return the course to the approvals workflow.

Courses approved by the Curriculum Committee are then forwarded to the Vice President of Instruction and the Academic Senate for consideration and approval. As noted above, once course proposals have advanced through the proper channels at each of the three District Colleges, the Board of Trustees provides the final level of approval for all online and onsite courses. For approval of new degrees, the California Community College State Chancellor’s Office provides the final approval.
Curriculum Approval Process

The curriculum process at Skyline College is driven by faculty and supported by deans and the Office of Instruction. CurricUNET is the operational software for tracking and managing the curriculum at the college. CurricUNET is used across the district.

1Note: Originator is a faculty member. Faculty member should consult with Library/Learning Resources staff, the Articulation Officer (as appropriate), and our sister colleges (as appropriate) in an assumed, but not formalized, part of the process.

2Note: Curriculum Committee reviews all curriculum, interacts with program faculty, and approves curriculum before it is forwarded to the Board of Trustees for final approval prior to submission to the State Chancellor’s Office.
Skyline College Curriculum Approval Diagram

Curriculum approval at the course and degree level is somewhat complex and involves the college faculty, Curriculum Committee, Office of Instruction, the State Chancellor's Office, and in some cases, the state Course Identification Number System. Skyline College curriculum has three major approval strands: individual course approval; program, degree, certificate approval; and the C-ID approval process. C-ID is a supranumbering system being developed to ease the transfer and articulation burdens in California's higher educational institutions. For further information regarding C-ID, see: http://www.c-id.net/index.html

* C-ID = C-ID Course Descriptor
** CCN = Course Control Number
= Indicates State Chancellor's Office or C-ID

Revised April 2014
Technical Review

The primary responsibility for technical review is held by the Curriculum Committee faculty representatives from each of the five Instructional Divisions, the College Articulation Officer, and the Curriculum & Instructional Systems Specialist in the Office of the Vice President of Instruction.

<table>
<thead>
<tr>
<th>CURRICUNET CATEGORY</th>
<th>TECHNICAL REVIEW MEMBER(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main (i.e. course title and number)</td>
<td>All</td>
</tr>
<tr>
<td>Basic Course Information</td>
<td>All</td>
</tr>
<tr>
<td>Equivalent Courses</td>
<td>All</td>
</tr>
<tr>
<td>Units/Hours</td>
<td>• Articulation Officer</td>
</tr>
<tr>
<td></td>
<td>• Curriculum Specialist</td>
</tr>
<tr>
<td>Materials Fee</td>
<td>All</td>
</tr>
<tr>
<td>Student Learning Outcomes</td>
<td>• All faculty reps who have served or currently serve on SLOAC</td>
</tr>
<tr>
<td></td>
<td>• Articulation Officer</td>
</tr>
<tr>
<td></td>
<td>• SLOAC Coordinator</td>
</tr>
<tr>
<td>Course Objectives</td>
<td>• All faculty reps who have served or currently serve on SLOAC</td>
</tr>
<tr>
<td></td>
<td>• Articulation Officer</td>
</tr>
<tr>
<td></td>
<td>• SLOAC Coordinator</td>
</tr>
<tr>
<td>Course Lecture Content</td>
<td>All</td>
</tr>
<tr>
<td>Course Lab Content (where applicable)</td>
<td>All</td>
</tr>
<tr>
<td>TBA Hours Content (where applicable)</td>
<td>All</td>
</tr>
<tr>
<td>Recommended Preparation</td>
<td>All</td>
</tr>
<tr>
<td>Prerequisites / Corequisites</td>
<td>All</td>
</tr>
<tr>
<td>Content Review (click on “Content Review Report” icon)</td>
<td>All</td>
</tr>
<tr>
<td>Modes of Delivery</td>
<td>All</td>
</tr>
<tr>
<td>Representative Instructional Methods</td>
<td>All</td>
</tr>
<tr>
<td>Representative Assignments</td>
<td>All</td>
</tr>
<tr>
<td>Representative Methods of Evaluation</td>
<td>All</td>
</tr>
<tr>
<td>Representative Texts</td>
<td>• Articulation Officer</td>
</tr>
<tr>
<td></td>
<td>• Library Representative</td>
</tr>
<tr>
<td>Degree/Certificate Applicability</td>
<td>• Articulation Officer</td>
</tr>
<tr>
<td></td>
<td>• Curriculum Specialist</td>
</tr>
<tr>
<td>Transferability / GE (includes Skyline’s General Education Program categories)</td>
<td>• General Education Sub-committee Members</td>
</tr>
<tr>
<td></td>
<td>• Curriculum Specialist</td>
</tr>
<tr>
<td>Distance Ed (where applicable)</td>
<td>• All</td>
</tr>
<tr>
<td></td>
<td>• Distance Ed Coordinator</td>
</tr>
</tbody>
</table>
DE Contact Types (where applicable)
- All
- Distance Ed Coordinator
Resources Needed
- Library Representative
Comparable Transfer Courses
- Articulation Officer
CB Codes
- Curriculum Specialist

Approved by the Skyline Curriculum Committee on Feb. 6, 2013

TECHNICAL REVIEW NOTES

The following handout is intended to provide faculty with a foundational understanding of what technical review members consider in the review of their course outline. Faculty member are encouraged to use this handout as a guide when developing their own course outlines.

| BASIC COURSE INFORMATION (CURRICUNET) Includes: | *Proposed Start Date
*Justification for Board Report or Curriculum Inventory Update: Honors Courses Open Entry/Open Exit *Modification Information – Proposed Changes |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>College/Discipline/Course Number</td>
<td>Full Course Title</td>
</tr>
<tr>
<td>*Catalog Description (COR)</td>
<td>Class Schedule Description</td>
</tr>
<tr>
<td>Full Course Title</td>
<td></td>
</tr>
</tbody>
</table>

Technical Review Check:
- Does the course title adequately reflect what will be taught within the course content?

General Note:
Banner only allows 30 characters to be entered in the system.

<table>
<thead>
<tr>
<th>CATALOG COURSE DESCRIPTION (COR) Technical Review Check:</th>
<th>General Note:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the catalog description fully support what will be covered in the course content?</td>
<td>For new courses that faculty intend to submit as UC transferable, the “UC” notation should not be included in the catalog description. The UC system office must approve the course as UC transferable before we can indicate this in our COR’s.</td>
</tr>
<tr>
<td>Does the catalog description provide a global description of what will be covered in the course?</td>
<td></td>
</tr>
<tr>
<td>Does the catalog description clearly state the course recommendation or prerequisite?</td>
<td></td>
</tr>
<tr>
<td>For courses designated as CSU transferable, or intended to be submitted for CSU transferability, does the course include the appropriate indicator in the paragraph (ie. “Transfer credit: CSU”)?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROPOSED START DATE:</th>
<th>General Note:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the proposed start date meet the established deadlines as noted in the Curriculum Committee calendar?</td>
<td>The Curriculum Committee calendar includes notes about the semester in which a course could first be offered (ie. CSU GE, IGETC, schedule deadlines, etc.). Please review the CC calendar to determine the appropriate effective term for your course.</td>
</tr>
<tr>
<td>Is an appropriate proposed start date included?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>JUSTIFICATION FOR BOARD REPORT OR CURRICULUM INVENTORY UPDATE</th>
<th>General Note:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the justification include a reasonable explanation of the need to offer the course and how the course will fit</td>
<td>Required for both new course proposals and course modifications.</td>
</tr>
</tbody>
</table>
with the overall curriculum offered by the division and/or college (i.e. Associate Degree, Certificate, Transfer, CTE program)?

- Does the justification explain the value of the course in general and the value of the course for students?
- Is the justification written in complete sentences and free of grammatical and spelling errors?

<table>
<thead>
<tr>
<th>MODIFICATION INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has the faculty checked off the boxes for all the modifications made to the course?</td>
</tr>
</tbody>
</table>

This is not a restatement of the course description.

**General Note:**
Having this information is critical to assuring that changes are accurately reported to the appropriate system office (CSU, UC, C-ID). The college Articulation Officer uses this information to determine what courses will need to be re-submitted for CSU, UC, and GE review.

**EQUIVALENT COURSES (CURRICUNET)**
Will this course replace an existing course in the catalog, or an experimental course? If yes, identify and explain.

Is there a similar or equivalent course in SMCCD?

**General Note:**
For similar or equivalent courses, it is important that faculty consult with their district colleges to determine the appropriateness of their courses carrying the same course title and number. For the purpose of articulation (either for CSU GE, IGETC, course-to-course articulation, or lower-division major prep articulation), consultation is critical to assure that the COR’s are similar, thus to assure a greater chance that our courses will be articulated similarly. Many times, students will review the articulation agreements of another college within the district (i.e. CSM), and assume that the course has similar articulation district wide. This is not always the case. Consultation amongst district faculty will support our efforts to align our curriculum for the purpose of articulation.

**UNITS/HOURS (CURRICUNET / COR)**

**MATERIALS FEE (CURRICUNET)**

Fee required?
- If a fee is required, is this noted in the class schedule course description?

If there is a fee, the amount must be specified and a justification provided.

**STUDENT LEARNING OUTCOMES (CURRICUNET / COR)**

**Technical Review Check:**
- Is the SLO written as a SLO, not as an objective?
  Does each SLO start with an action verb indicating a cognitive, affective, or psychomotor outcome? (See Bloom’s taxonomy)

**General Notes:**
- A change in SLOs requires the resubmission of a course to the CSU’s/UC’s for review.
| □ Does the SLO state what the student will learn from having completed this course? | ✓ A change in SLOs requires the faculty member to submit a course modification through CurricUNET. |
| □ Is the SLO overarching – reflecting an overall perspective of what will be assessed? |
| □ Does the course content support the SLO? |

**COURSE OBJECTIVES (CURRICUNET / COR)**

| □ Are the course objectives supported by the course content? |
| □ Are the course objectives written in a way in which they show what the instructor will be teaching within the course? |

*General Note:* For the non-discipline technical reviewer, sometimes it is not always clear whether what is referenced in the course objectives is truly addressed in the course content.

**COURSE LECTURE CONTENT (CURRICUNET / COR)**

| □ Did the faculty include topics with supporting sub-headings? |
| □ Did the faculty include enough information in this area to support the unit value of the course? |
| □ Is enough information presented that a new faculty member will have clear expectations about what is required to teach the course? |

*General Notes:* In writing this section of the COR, faculty should keep in mind that all content listed in the COR is must be taught by all faculty teaching the course (unless the topic is noted as optional). In developing this part of the COR, faculty should include enough information to provide a thorough description of the course expectations, while also allowing for individual academic freedom and pedagogy. Faculty are not limited from going beyond the topics listed, if time allows.

**COURSE LAB CONTENT (CURRICUNET / COR)**

| □ Does the course lab content support learning specified in the course lecture content? |
| □ Does the course lab content support the student meeting the course outcomes and objectives? |

**TBA HOURS CONTENT (CURRICUNET / COR)**

| □ Did the faculty member indicate the work students will be expected to complete during the TBA hours? |

**RECOMMENDED PREPARATION (CURRICUNET / COR)**

*What knowledge, skills, or information from the recommended course is necessary for students to succeed in the “target” course? Specify the relationship between the recommended knowledge and skills required of students and those taught in the “target” course? (Please list the specific proficiencies students must possess in order to succeed in the “target” course.)*

**PREREQUISITES/COREQUISITES**

**CONTENT REVIEW (CURRICUNET)**

**MODES OF DELIVERY (CURRICUNET)**

Modes of Delivery – Online, Hybrid, Lecture, Lab, Other

**REPRESENTATIVE INSTRUCTIONAL METHODS (CURRICUNET / COR)**

*Methods
*Other Methods
Do the proposed methods of instruction allow the course outcomes and objectives to be met?

Do the proposed methods of instruction allow for flexibility in teaching method (allowing for and considering differences in student learning)?

For degree-applicable and transferable courses, do the proposed methods of instruction require that the instruction elicit college-level effort in terms of critical thinking?

### REPRESENTATIVE ASSIGNMENTS (CURRICUNET / COR)

- *Writing Assignments*
- *Reading Assignments*
- *Other Outside Assignments*

Do the representative assignments allow students to meet the course outcomes and objectives?

For degree-applicable and transferable courses, “is it clear that critical thinking is expected of students, taught to them in class, practiced in outside assignments, and evaluated as the basis for their grade in the class”?

Is the purpose of each assignment included? (For example, rather than just stating “group project,” the course developer goes on to add: “Preparation of group projects in which major analytical questions are discussed, and a major project is designed around issues related to play interpretation in performance.”)

**General Note:**

“Title V 55002(a)(3) requires assignments in the course outline but does not mandate a comprehensive list. Rather, the outline must ‘specify types or provide examples.’ The assignments used by the instructor are to be consistent with but not limited by these types and examples. In all cases, the assignments should be presented in a manner that reflects both integration with the stated objectives and a likelihood that they will lead to students achieving those objectives”. *The Course Outline of Record: A Curriculum Reference Guide, pg. 37*

### REPRESENTATIVE METHODS OF EVALUATION (CURRICUNET / COR)

This section defines the ways students will demonstrate that they have met the student learning outcomes. Student grades will be based on multiple measures of student performance. Instructors will develop appropriate classroom assessment methods and procedures for calculating student grades, including the final semester grade.

Methods must effectively evaluate critical thinking. Credit courses must include written communication, problem solving, and/or skills demonstrations.

Do the representative methods of evaluation measure student achievement of course outcomes and objectives?

Do the representative methods of evaluation show an integration between the stated outcomes and objectives and the methods of instruction?

Do the representative methods of evaluation consider different student learning modalities?

Are “specific types or examples” of appropriate methods of evaluation provided?

### REPRESENTATIVE TEXTS (CURRICUNET / COR)

Formatting Style – APA or MLA

Textbooks, Manuals, Periodicals, Software, Other
<table>
<thead>
<tr>
<th>Technical Review Check:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Is the course textbook less than 7 years old?</td>
</tr>
<tr>
<td>☐ For science courses, is there a lab manual/book included?</td>
</tr>
<tr>
<td>☐ Is the textbook appropriate for the course? <em>(DEAN)</em></td>
</tr>
<tr>
<td>☐ If no textbook will be used, how will the course content be taught (instructor generated handouts, etc.)?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ For purposes of transferability and C-ID, the textbooks must be less than 7 years old (with the exception of fiction and classic texts in the field).</td>
</tr>
<tr>
<td>✓ Changes in textbooks require resubmission of COR to ASSIST/notification and to CSU’s &amp; UC’s.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Common Error(s)/Concerns:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Leaving year and/or publisher out of textbook notation</td>
</tr>
<tr>
<td>• Adding a textbook that is not appropriate for the course</td>
</tr>
<tr>
<td>• For courses where the faculty member has not included a textbook, failing to include a reason why there will be no text for the course.</td>
</tr>
<tr>
<td>• Can course be taught effectively without textbooks? <em>(DEAN)</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DEGREE/CERTIFICATE APPLICABILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designation: Degree Credit, Non-Degree Credit, Non-Credit, Basic skills</td>
</tr>
<tr>
<td>Proposed for: AA-T/AS-T, AA/AS Degree, Certificate/Skill Award</td>
</tr>
<tr>
<td>Course Designation Text – Are there degrees/certificates to which this course applies?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TRANSFERABILITY:</th>
</tr>
</thead>
<tbody>
<tr>
<td>For courses being applied to General Education:</td>
</tr>
<tr>
<td>Does the course meet the GE definition (by area)?</td>
</tr>
<tr>
<td>Is the course currently approved as a CSU GE course?</td>
</tr>
<tr>
<td>For CSU transferable courses:</td>
</tr>
<tr>
<td>☐ Does the course meet the definition of a “CSU Baccalaureate course”?</td>
</tr>
<tr>
<td>For UC transfer:</td>
</tr>
<tr>
<td>☐ Does the course meet the criteria for submission to the UC-TCA?</td>
</tr>
<tr>
<td>For submission to CSU GE or IGETC:</td>
</tr>
<tr>
<td>☐ Does the course meet the requirements for submission as a GE course (based on course discipline)?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General Note:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to submitting your course to the Curriculum Committee for CSU GE or UC transferability, please contact the Articulation Officer to determine:</td>
</tr>
<tr>
<td>☐ Does the course meet the definition of a “CSU Baccalaureate course” (if this is not already clear to you)?</td>
</tr>
<tr>
<td>☐ Is there an approved C-ID descriptor that the course needs to be reviewed upon?</td>
</tr>
<tr>
<td>☐ Are there comparable courses (offered at the CSU or UC) that you might want to review prior to creating your course? The review of several course outlines can help you determine what elements the universities are looking for in their courses, thereby assuring course approval.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RESOURCES NEEDED (CURRICUNET)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultation with the Coordinator of Library Services regarding the adequacy of campus and online information resources to fulfill course objectives is required prior to course approval – Yes/No</td>
</tr>
<tr>
<td>Affected Resources</td>
</tr>
</tbody>
</table>
Which of the following resources do you expect to be affected by the offering of this class? Check as many as appropriate: Additional staff, Facility changes, Learning Center, Tutorial Assistance, Microcomputer Lab, New Equipment needs, Library, Media center, Other areas of budgetary or operational concern

None of the above

Explain what effect the areas you have checked will have upon this college:

**COMPARABLE TRANSFERABLE COURSES (CURRICUNET)**

For new, transferable courses, please find a lower division parallel course at the system you wish to articulate to.

Are there comparable courses? Yes/No

College Info: University system, campus, catalog year, course title, course number, rationale

**MINIMUM QUALIFICATIONS**

Minimum Qualification

**CB CODES/ATTACHED FILES/CODES/DATES**
Degree-Applicable Credit Courses

For any course that will apply toward the associate degree, Title 5, section 55002(a), requires that the curriculum committee determine that the coursework is truly at a college level and that the course incorporates critical thinking, among other standards.

There is also a description in Title 5, section 55062, of the types of courses that are to be considered degree-applicable. Only courses that are included in the following categories may be offered for degree-applicable credit:

“(a) All lower division courses accepted toward the baccalaureate degree by the California State University or University of California or designed to be offered for transfer.

(b) Courses that apply to the major or an area of emphasis in non-baccalaureate career technical fields.

Note: The Chancellor’s Office interprets this as courses within a TOP code designated as vocational.

(c) English composition or reading courses not more than one level below the first transfer level course. Each student may count only one such course below transfer level for credit toward the associate degree, except that reading courses which also satisfy the requirements of subdivision (a) are not subject to this limit. English as a Second Language (ESL) courses which teach composition or reading skills are not considered to be English composition or reading courses for purposes of this subdivision.

(d) All mathematics courses above and including Elementary Algebra.

(e) Credit courses in English and mathematics taught in or on behalf of other departments and which, as determined by the local governing board require entrance skills at a level equivalent to those necessary for the courses specified in subdivision (c) and (d) above.”

Degree-applicable credit courses must be appropriate to the associate degree and recommended by the college curriculum committee, which is comprised of faculty and others as established by the mutual agreement of the college and/or district administration and the academic senate. In addition, all new courses must be approved by the district governing board.

The curriculum committee approves degree-applicable credit courses based on the following standards:

- Grading policy, based on uniform standards pursuant to Title 5, section 55023, that demonstrates proficiency in subject matter by means of written communication, problem solving, and/or skills demonstrations, as appropriate to the course content.
• Units, based on a relationship specified by the governing board in compliance with Title 5, section 55002.5, which requires a minimum of 48 hours of lecture, laboratory, out-of-class assignments, or other types of study for one unit of credit. For each hour of lecture required, the course requires two hours of study and/or laboratory and/or assigned activity. Laboratory courses, however, may require minimal work outside of class scheduled meeting time.

• Intensity and rigor, as evidenced by the outline of course topics, course objectives, assignments, assessments, and reading materials identified in the COR. Achieving the objectives of degree-applicable credit courses must require students to study independently outside of class time. There is an expectation that students will spend two hours outside of class for each hour of lecture required.

• Required preparation for success in the course, such as prerequisite or co-requisite courses, as determined by the curriculum committee in compliance with Title 5, section 55003.

• Basic skills prerequisites for success in the degree-applicable course that is dependent on communication and/or computation skills. These requirements may include eligibility to enroll in specific English and/or mathematics courses, as determined by an approved assessment method using multiple measures.

• Difficulty and level, as determined by the curriculum committee, which ensure that the course requires critical thinking, learning skills, and vocabulary appropriate for a college-level course

California Community Colleges Chancellor’s Office Program and Course Approval Handbook, 5th Edition, September 2013, pp. 75-77

Stand-Alone Credit Courses

When a credit course (CB04= C or D) is not part of an approved program, it is “not degree-applicable” (CB24=2) or commonly referred to as a stand-alone credit course. This term also refers to credit courses that are required for a certificate of fewer than 18 semester or 27 quarter units that has not been approved by the Chancellor’s Office as a Certificate of Achievement.

California Community Colleges Chancellor’s Office Program and Course Approval Handbook, 5th Edition, September 2013, p. 73

Program-Applicable Courses

Credit courses are considered to be program-applicable when they are required or are on a list of restricted electives (including general education requirements) for a degree, certificate, or program approved by the Chancellor’s Office. Program-applicable credit courses are approved as part of the credit program approval process, which requires that colleges submit course outlines
of record (COR) for all required courses (including all restricted electives) with the program approval proposal. After the program is approved, new courses developed for the program are not subject to Chancellor’s Office approval.

When the college submits substantial changes to existing, approved programs, CORs for all required courses (including all restricted electives) are submitted with the proposal to change the program. This requirement helps to fulfill the legal requirement that the Chancellor’s Office monitor the local approval of credit courses. The college will be notified if course outlines are not compliant with Title 5, section 55002, and technical assistance on correcting the outlines will be available to the college curriculum committee.

*California Community Colleges Chancellor’s Office Program and Course Approval Handbook, 5th Edition, September 2013, p. 75*

**Stand Alone Course Approval Training**

The Curriculum Committee members go through the state provided training for local approval for stand-alone courses through the Skyline College course approval process. The training takes place annually, in compliance with Title 5 regulations regarding stand-alone courses. The Vice President of Instruction sends the documentation of training completion for certification report to the Chancellor’s Office.

From the System Chancellor’s Office:

**Certification Training for Local Approval of Credit Stand-Alone Courses**

California Education Code (CEC) and title 5 Regulations, adopted in August 2007, permit community college districts to approve, without prior approval by the Chancellor of the California Community Colleges, nondegree-applicable credit courses and degree-applicable credit courses which are not part of an approved educational program (commonly known as “stand-alone” courses).

At least one person from each college, preferably the curriculum committee chair, must complete the training and then train the curriculum committee and staff who are involved in the curriculum approval process. Training materials are provided here for this purpose. When training is completed on the campus, the certification form must be submitted by September 30 of that year. This deadline is mandated by title 5, section 55100, and cannot be extended.

Training for local approval of credit stand-alone courses addresses required curriculum development and approval processes for all new courses. Colleges, however, should be aware that program approval will continue to be conducted through the Chancellor's Office. When new programs are submitted for approval, colleges need to attach all course outlines for required courses, which are reviewed during the program approval process.
Associate Degrees for Transfer (A.A.-T & A.S.-T)

Associate in Arts for Transfer (A.A.-T) and Associate in Science for Transfer (A.S.-T)
(from the Program and Course Approval Handbook, 5th Edition)

Associate in Arts for Transfer (A.A.-T) and Associate in Science for Transfer (A.S.-T)

Beginning in Fall 2011, community colleges were required by Senate Bill (SB) 1440 (Padilla) and California Education Code section 66746(a) to develop and offer “associate degrees for transfer” that require students to meet both of the following requirements:

(1) Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:

   (A) The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements.

   (B) A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.

(2) Obtainment of a minimum grade point average of 2.0.

Title 5, section 55063(a), also requires that students must earn a C or better in all courses required for the major or area of emphasis.

In addition, Education Code section 66746 subdivision (b) prohibits a community college district from imposing any additional course requirements, in addition to these requirements, for a student to be eligible for the associate degree for transfer, and subdivision (e) prohibits allowing remedial non-collegiate level coursework to be counted toward the units required for the associate degree for transfer (A.A.-T or A.S.-T). Title 5, section 55002(b), describes such courses as “nondegree-applicable credit courses.”

The benefit for students completing these associate degrees for transfer is that the CSU system is required by Education Code section 66747 to “guarantee admission with junior status to any community college student who meets all of the requirements” for the associate degree for transfer. CSU is required to grant priority admission for a student with this associate degree “to his or her local [CSU] campus and to a program or major that is similar to his or her community college major or area of emphasis, as determined by the [CSU] campus to which the student is admitted.” In addition, section 66747 states that “a student admitted under this article shall receive priority over all other community college transfer students, excluding community college students who have entered into a transfer agreement between a community college and the California State University prior to the fall term of the 2012/13 academic years.”

When an associate degree for transfer is approved by the CCC Chancellor’s Office, the CSU Chancellor’s Office will be notified so that the approved associate degree and its similar CSU baccalaureate degrees may be identified. These data will be used to identify eligible students who apply to the CSU for admission as described in Education Code section 66747.
The ultimate advantage for students completing these associate degrees is that the associate degree may not require more than 60 semester (or 90 quarter) units; and after transferring into the appropriate program at the CSU, the baccalaureate degree may not require more than 60 additional semester units, for a total of 120 semester (or 180 quarter) units required for the baccalaureate degree (pursuant to Education Code section 66748). Section 66748(b) allows an exception for the maximum units required at the CSU when the Chancellors of the CSU and the CCC systems, and their respective Academic Senates, specify high-unit majors that require more than 120 semester (or 180 quarter) units for the baccalaureate degree. The CSU is prohibited by Education Code section 66748(c) from requiring a transferring student with this associate degree to repeat courses that are similar to those taken at the community college that counted toward the associate degree for transfer.

The designators for the Associate in Arts for Transfer (A.A.-T) and the Associate in Science for Transfer (A.S.-T) degrees have been established by the ASCCC and are reserved only for associate degrees that meet all requirements of SB 1440 and Education Code section 66746.

Course Outline of Record

The Course Outline of Record (COR) is the foundation of course development.

The Academic Senate for the California Community Colleges wrote a paper, “The Course Outline of Record: A Curriculum Reference Guide” adopted in 2008 that thoroughly describes various components of CORs. The Guide provides detailed information that supports creating CORs with the exception of Student Learning Outcomes (SLOs). Skyline College has a resource developed by the Student Learning Outcomes Advisory Committee (SLOAC) that supports developing SLOs.

From the introduction of State Senate paper:

The course outline has evolved considerably from its origins as a list of topics covered in a course. Today, the course outline of record is a document with defined legal standing and plays a central role in the curriculum of the California community colleges. The course outline has both internal and external influences.

Standards for the course outline of record appear in Title 5 Regulation (see Appendix 2), in the Chancellor’s Office Program and Course Approval Handbook, and in the Accrediting Commission for Community and Junior Colleges (ACCJC) accreditation standards. System-wide intersegmental general education agreements with the California State University and the University of California (CSU-GE and IGETC) may also place requirements upon the course outline such as specific content or currency of learning materials.

Course outlines of record are also used as the basis for articulation agreements, providing a document with which to determine how community college courses will be counted upon transfer to baccalaureate granting institutions. Course outlines are reviewed as part of a college’s Program Review process, a process of central importance to accrediting agencies. For colleges to maintain their delegated authority to review and approve new and revised courses, they must certify that their local approval standards meet the comprehensive guidelines produced by the
Chancellor’s Office. The quality described in a course outline of record is evidence of meeting these guidelines.

The course outline of record plays a particularly important role in the California community colleges because it clearly lays out the expected content and learning objectives for a course for use by any faculty member who teaches the course. Course outlines provide a type of quality control since it is not uncommon for community college courses to be taught by several, and sometimes dozens, of faculty members. In order to ensure that core components are covered in all sections of a course, the California Community College System relies on the course outline of record to specify those elements that will be covered by all faculty who teach the course.

While the standards for a course outline of record have been revised many times and are subject to ongoing revision, numerous resolutions have directed the Academic Senate for California Community Colleges to provide guidance in the development of course outlines. This paper is part of the effort to provide that guidance so that faculty might have reasonable assurance that the requirements for a course outline, both internal and external to their college, are met.

See Appendix D to access the Senate’s document.

For information on developing SLOs, use the link to the SLOAC website where you can access the SLOAC Framework and the SLOAC resource and “tool kit” web sites.

SLOAC website:  http://www.skylinecollege.edu/sloac/

Student Learning Outcomes at Skyline College

(From The Skyline College SLOAC Framework: An Implementation Guide for the Student Learning Outcomes and Assessment Cycle)  

Learning is a complex and reciprocal process that involves mutual expectations between students and faculty or staff. How well a student learns is as dependent upon how much he or she invests in the process as the conditions for learning created by courses, programs, and institutions. Faculty or staff expect students to come to learning contexts prepared and committed to learn. Students, in turn, expect faculty to create effective learning opportunities and environments. They expect us to hold them to appropriate standards and to help them attain these standards.

The College aims to improve instruction and learning at all levels, as well as to satisfy an important component of accreditation. To this end, we have developed and implemented a transparent, flexible, and sustainable process to assess learning. As one aspect of transparency, Student Learning Outcomes (SLOs) help to clarify the responsibilities of students, faculty and staff. Thus, faculty and staff should formulate SLOs at all levels: course, program, and institutional. Furthermore, the Accrediting Commission for Community and Junior Colleges (ACCJC), our accrediting body, requires that SLOs be included in course syllabi; deans are responsible for regularly reviewing course syllabi to ensure that they include SLOs. Explanations about when and how SLOs will be assessed as well as prompt feedback also enhance learning. SLOs that pertain to Student Services units, such as Counseling or Financial Aid, should be communicated through the College website and reinforced through pertinent processes or
activities, such as creating a Student Education Plan or persisting on to their goals, whether that be successfully completing the semester or transferring. Thus, students should have a better sense of how to work with each other and with the instructor or staff to achieve these outcomes.

SLOs also are public, transparent, and communicated to the student. In the classroom they are part of the course outline of record and the syllabus, and students are reminded of the SLOs throughout the course. The instructor explains to the students when and how their learning will be assessed, and provides students with prompt and periodic feedback.

The Skyline College process for outcomes assessment revolves around continuous dialogue to ensure a systematic, ongoing cycle of authentic assessment. Such assessment is crucial to the continuous understanding and improvement of student learning.

Student Learning Outcomes are included in every course and program and are part of the curriculum approval process.

Student Learning Outcomes Checklist

- Do the SLOs include active verbs?
- Can the SLOs be assessed?
- Do the SLOs address the expected level of learning using Bloom’s Taxonomy as a guideline?
- Are the SLOs written as outcomes rather than as objectives?
  - Language indicates an important overarching concept versus small lessons or discrete objectives.
  - Outcomes address what a student will be able to do at the completion of the course, program or service.
  - SLOs address student competency rather than content coverage.
- Are the SLOs appropriate?
  - They are consistent with the course outline of record.
  - They represent a fundamental result of the course.
  - If applicable, they align with other courses in a sequence.
  - They represent collegiate-level work.
- Will students understand the SLOs?
- If “no” in any category, what will you revise
Unit and Hour Calculations

Skyline College awards academic credit using the Standard Unit (sometimes referred to as the Carnegie Unit), in accordance with the California Community Colleges Chancellor’s Office requirements under California Code of Regulations and Title 5. Sections of courses offered through distance education courses earn the same credits as other sections of the same courses. Title 5, section 55002.5 establishes the minimum expected time on task necessary to earn one unit of credit.

Additionally, the USDE 34 CFR 600.2 establishes the following:

**Credit hour:** Except as provided in 34 CFR 668.8(k) and (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than—

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practical, studio work, and other academic work leading to the award of credit hours.

<table>
<thead>
<tr>
<th>Unit Type</th>
<th>Minimum Hours Per Semester for One Unit</th>
<th>Maximum Hours Per Semester for One Unit</th>
<th>Norm for One Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>16</td>
<td>19</td>
<td>18</td>
</tr>
<tr>
<td>Lab/Studio</td>
<td>48</td>
<td>57</td>
<td>54</td>
</tr>
<tr>
<td>Work Experience and Coop Ed</td>
<td>75</td>
<td>75</td>
<td>75</td>
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<tr>
<td>(paid)</td>
<td></td>
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<tr>
<td>Work Experience and Coop Ed</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>(unpaid)</td>
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<td></td>
</tr>
<tr>
<td>Clinical Experience</td>
<td></td>
<td></td>
<td>64</td>
</tr>
</tbody>
</table>

For example: Standard Unit calculation of 3 hours per week over the entire term = 1 unit of credit.

• 18 weeks x 3 hours = 54 hours.
General Rule for Course Repeatability

(From the Credit Course Repetition Guidelines)

The general rule is that district policy may not permit a student to enroll again in a credit course (also referred to as repeating or re-enrolling in a credit course) if the student received a satisfactory grade on the previous enrollment. An enrollment occurs when a student receives an evaluative or non-evaluative symbol pursuant to section 55023 in a credit course. (§ 55000(n).) Evaluative symbols include A, B, C, D, F, P, NP and for those districts who provide for the use of it, FW. (§ 55023(a) & (c).) Nonevaluative symbols include I, IP, RD, W and MW. (§ 55023(e).) A satisfactory grade is an A, B, C or P. (§ 55000(w).) Substandard work is course work for which the grading symbols D, F, FW, NP or NC (as defined in section 55023) have been recorded. (§ 55000(y).) A student receiving an A, B, C or P typically cannot enroll in that course again unless an exception to the general rule applies that allows an additional enrollment or enrollments in that course.

There are a few exceptions to the general rule that permit districts to adopt policies which allow a student receiving a satisfactory grade to enroll in the same credit course again. (See, § 55040(b), and see Appendix B - table 1.) Those exceptions to the general rule are set forth in more detail later in these Guidelines, but include the following:

- Courses properly designated by a district as repeatable,
- A subsequent enrollment due to significant lapse of time,
- Variable unit courses offered on an open-entry/open-exit basis,
- Extenuating circumstances,
- Occupational work experience courses,
- Students with disabilities repeating a special class,
- Legally mandated courses, and
- Courses necessary as a result of significant change in industry or licensure standards.

For an additional enrollment to be allowed, either the student must meet the circumstances specified in the regulations for the exception or, in the case of repeatable courses, the district has properly designated the course as repeatable.

In the event the student does not receive a satisfactory grade on the previous enrollment for a course not designated as repeatable, i.e., does NOT receive an A, B, C or P, district policy may permit the student to enroll in the course again. (§§ 55024(a)(9), 55040(b), and see Appendix B - table 2.) Students permitted to enroll again in a course are typically limited to the original enrollment plus two more enrollments. Enrollments occur whether the student receives an evaluative or nonevaluative symbol; thus, except in limited

1 All citations are to title 5 of the California Code of Regulations unless otherwise specified.
2 CR and NC, symbols permitted to be used prior to 2007, are also evaluative symbols. CR has the same meaning as P, and NC has the same meaning as NP. (§ 55023.) As the course repetition limitations apply to all prior enrollments
in the same credit course, districts will also need to include prior enrollments resulting in the assignment of a CR or NC.
circumstances discussed later in these Guidelines, a student cannot combine repetitions resulting in withdrawals and repetitions to alleviate substandard grades for more than three enrollments total. However, district policy may permit students to petition for a fourth enrollment to alleviate a substandard grade, provided apportionment is not claimed for that enrollment. (§§ 55024(a)(9), 55042(b).)

**Enrollments in the same or equated courses at different campuses in the same district:** In determining the number of enrollments by a student in a course districts must include enrollments in the same course taken at all campuses within the district. In the event that a district is not using "common course numbers," they should equate courses for the purpose of repetition on course content, titles, outcomes, and objectives. Courses may be able to be equated, i.e., the same course, even if the units for the courses are not the same. Courses that are divided into levels should be examined closely by curriculum committees to determine whether the levels of the course should be equated. Districts may permit students meeting specified requirements to repeat (or enroll again) in the same course under very limited circumstances explicitly set forth in sections 55024 and 55040 et seq.

**Retroactive application:** In determining the total number of enrollments, districts must count all prior enrollments by a student in a course or courses that are (or should be) equated.

More Information may be found in the [Credit Course Repetition Guidelines](#).

**Independent Study**

**695 INDEPENDENT STUDY**

**Units (Grade Option) 0.5-3; Class Hours: By Arrangement; Recommended: Eligibility for ENGL 846 or ESOL 400, or equivalent; Prerequisite(s): None.** **Description:** Designed for students who are interested in furthering their knowledge via self-paced, individualized instruction provided in selected areas or directed study to be arranged with instructor and approved by the division dean using the Independent Study Form. Varying modes of instruction can be used -- laboratory, research, skill development, etc. For each unit earned, students are required to devote three hours per week throughout the semester. Students may take only one Independent Study course within a given discipline. Transfer: CSU.
INSTRUCTIONS FOR ANY DISCIPLINE

Students who would benefit from learning activities/projects which enhance or augment their individual instructional programs may enroll in independent study sections. Independent study activities may relate to General Education or to the student’s major field of study. The supervising instructor should have specific expertise or experience in the study area.

Before work begins, the student and the supervising instructor should develop an individualized independent study contract for no more than 3 units in a given semester. Each half unit of credit requires a minimum of 1 ½ lab/research hours of “work” per week. Three or four detailed performance objectives are suggested for each unit of credit.

Once the instructor and student complete and sign the learning contract, it is submitted to the Division Dean who has direct responsibility for reviewing and approving the contract for the extent and amount of “work” and units being attempted. After the Dean signs the form, a copy is retained by the supervising instructor and by the student. The student is allowed to register in the independent section only upon final approval of the learning contract. Additionally, this course must follow repeatability rules.

To summarize, steps to enroll and supervise an independent study student are as follows:

1. Instructor obtains learning contract and initial worksheet from the division office.
2. Instructor develops and discusses learning objectives with student and indicates number of units being attempted.
3. Student and instructor agree on the validity of objectives and number of units being attempted and sign contract.
4. Signed contract is submitted to the appropriate Division Dean for review and signature.
5. Instructor and student are given a copy of original signed agreement.
6. Instructor is available to student for guidance, supervision, and evaluation of project/activity on an as-needed basis.
7. Prior to the end of the semester, instructor meets with student to confirm project is complete and performance criteria are met as per agreement.
8. At the end of the semester, the instructor assigns grade based on quality of achievement, number of units, and satisfactory completion of objectives on the original copy of the contract. Consultation with Division Dean is necessary if fewer units than contracted are to be awarded.
9. Instructor records final student grade via WebSMART.
Banking and Deleting Courses

Keeping the curriculum course offerings current benefits students and is essential for their education planning.

If a course has not been offered after three consecutive academic years, the course will either need to be banked or deleted from the curriculum.

**Banking a Course:** Banking a course is temporarily deactivating a course. Banking a course temporarily removes the course from the catalog until further action is taken. Any existing articulation for the course is preserved while it is banked.

A course will be banked if: 1) A faculty member requests to bank a course and it is approved by the Curriculum Committee, or 2) if a course has not been offered for three consecutive academic years.

When a course is banked, the course may remain banked for up to three consecutive academic years. During the third year, the program faculty will need to decide to either offer the course or delete the course.

To bank a course, a memo from the division dean listing the course by department, course number and title, must be sent to the Vice President of Instruction, the Curriculum Committee Chair and the Curriculum Specialist in the VPI Office.

To reactivate a course that has been banked, a faculty member initiates a Modified Course Proposal in CurricUNET.

**Deleting a Course:** Deleting a course will remove the course from the catalog and from any associated programs in which the course had been included. Deleting a course will remove all course articulations. If the course is later re-created, the course will need to be submitted for articulation.

To delete a course, a memo from the division dean listing the course by department, course number and title, must be sent to the Vice President of Instruction, the Curriculum Committee Chair and the Curriculum Specialist in the VPI Office.

Prerequisites, Co-requisites and Recommended Preparation

From *Guidelines for Title 5 Regulations Section 55003 Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation* (February 12, 2012).

“Prerequisites are conditions of enrollment that students are required to meet prior to enrollment in particular courses and programs. The assignment of a prerequisite to a course signifies that the courses, skills, or body of knowledge described in the prerequisite are **essential** to the success of
the student in that course and that it is **highly unlikely** that a student who has not met the prerequisite will receive a satisfactory grade in the course (or at least one course in the program) for which the prerequisite has been established.”

From the SMCCCD Board Procedure 6.14.1 Prerequisites and Co-requisites, “Prerequisites, co-requisites, advisories, and limitations are necessary to ensure that students succeed in their coursework and have access to the courses they require. It is important to have prerequisites in place where they are a vital factor in maintaining academic standards. It is also necessary to ensure that prerequisites, co-requisites, advisories, and limitations do not constitute unjustifiable obstacles to student access and success. Therefore, to foster the appropriate balance between these two concerns, the Education Code requires that prerequisites, co-requisites, advisories, and limitations be established based solely on content review or content review with statistical validation.”

**Definitions**

**Prerequisites** are conditions of enrollment that students are required to meet prior to enrollment in particular courses and programs. The assignment of a prerequisite to a course signifies that the course skills, or body of knowledge described in the prerequisite, are essential to the success of the student in that course and that it is highly unlikely that a student who has not met the prerequisite will receive a satisfactory grade in the course for which the prerequisite has been established.

**Corequisites** also signify that a body of knowledge or course skills is essential to the success of a student in a course. However, this body of knowledge or course skills can be acquired or developed concomitantly with the primary course. Therefore, a student is required to enroll in a corequisite simultaneously with (or, in some cases, may be allowed to enroll in the corequisite prior to) the primary course.

**Recommended Preparation** (Advisories to Recommended Preparation is the language used in Title V – Skyline Colleges uses Recommended Preparation for clearer language to students) signify that acquisition of a body of knowledge or course skills will be of great advantage to a student prior to enrollment in a specific course. However, enrollment in a course to acquire this knowledge or skills is not required, merely recommended.

**Proposing Prerequisites and/or Corequisites:**
Submission of prerequisites, corequisites and recommendations is completed through CurricUNET and requires the completion of the Prerequisite and Content Review forms in CurricUNET.

The Curriculum Committee at Skyline College is charged with the responsibility for establishing prerequisites, corequisites, and advisories on recommended preparation to courses offered during the approval process. Faculty are responsible for the determination of the need for, validation of, and submission to the Curriculum Committee requests for prerequisites, co-requisites and recommendations. Faculty should consider the following Title 5 requirements when requesting prerequisites, corequisites and recommendations:
1. prerequisites are mandatory when a student is “highly unlikely to succeed” without the prerequisite;
2. prerequisites must be validated on a course-by-course and/or program-by-program basis;
3. prerequisites must be revalidated every six years, or two years for career technical education (CTE, i.e., vocational) courses;
4. prerequisites or corequisites may still be required without content review or statistical validation when they are (1) required by statute or regulation, (2) part of a lecture-lab course pairing within a discipline, (3) required by four-year institutions; and (4) baccalaureate institutions will not grant credit for a course unless it has the particular communication or computation skill prerequisite
5. colleges must be attentive to and seek to alleviate any disproportionate impact; and
6. students may challenge prerequisites. The student challenge process is clearly stated in the SMCCCD Board Policies and Procedures regarding prerequisites and corequisites.

Sequential Course Prerequisite/Corequisite:
A sequential prerequisite/corequisite is a required course within the same department as the target course being proposed. If a faculty member proposing a course believes that students who would take the course are highly unlikely to be successful without completion of a stated prerequisite, the faculty member should take the following steps to establish the prerequisite:

- Complete the content review section in the CurricUNET course proposal form

Non-sequential Course Prerequisite
A non-sequential course prerequisite is a required course that is not part of the department of the course being proposed. For example, an English requirement on a Chemistry course would constitute a non-sequential course prerequisite. If a faculty member proposing a course believes that students who would take the course are highly unlikely to be successful without completion of a stated prerequisite, the faculty member should take the following steps to establish the prerequisite:

- Determine if one of the following four exceptions apply:
  - Prerequisite and/or corequisite is required by law or government regulations (Cite the appropriate section of the legal code and provide a justification.)
  - The course is part of a lecture/lab course pairing within a discipline
  - The prerequisite and/or corequisite is required for the course to be accepted for transfer by the UC or CSU systems (List name of at least three CSU or UC campuses with parallel enrollment prerequisites and provide justification.)
  - baccalaureate institutions will not grant credit for a course unless it has the particular communication or computation skill prerequisite

- If none of the above exceptions apply, the faculty member must demonstrate that the prerequisite or corequisite is an appropriate and rational measure of a student’s readiness to enter the course as demonstrated by a content review or content review with statistical validation including at minimum, all of the following:
  - involvement of faculty with appropriate expertise;
consideration of course objectives set by relevant department(s) (the curriculum review process should be done in a manner that is in accordance with accreditation standards);

be based on a detailed course syllabus and outline of record, tests, related instructional materials, course format, type and number of examinations, and grading criteria;

specification of the body of knowledge and/or skills which are deemed necessary at entry and/or concurrent with enrollment;

identification and review of the prerequisite or corequisite which develops the body of knowledge and/or measures skills identified above.

matching of the knowledge and skills in the targeted course (identified under 4) and those developed or measured by the prerequisite or corequisite (i.e., the course or assessment identified under 5.); and

maintain documentation that the above steps were taken.

The faculty may work with the PRIE office for support on statistical validation.

Faculty need to consult Board Procedure 6.14.1 for more information. The procedure covers the following five areas:

1. Information in the Catalog and Schedule of Courses.
2. Challenge Process
3. Curriculum Review Process
4. Program Review
5. Implementing Prerequisites, Co-requisites, and Limitations on Enrollment.

For further information please see **Appendix J**

Board Policy 6.14 Prerequisites

Board Procedure 6.14.1 Pre-requisites and Co-requisites

**Instructional Materials Fees**

Board Procedure 8.70.2

[https://sharepoint.smccd.edu/SiteDirectory/portal/Procedures/8_70.2.pdf](https://sharepoint.smccd.edu/SiteDirectory/portal/Procedures/8_70.2.pdf)

From the Student Fees Handbook legal Opinion 12-09 section 2.5:

Education Code section 76365….. Education Code section 76365 allows districts to require students to provide various types of instructional materials and enables districts to sell such materials to students who wish to purchase the required materials from the district. Generally speaking, there are strict limitations on charging a required “instructional materials fee.”
Section 76365 has been implemented by regulations of the Board of Governors found in sections 59400-59408 of title 5 of the California Code of Regulations. The law provides that students can only be required to provide materials which are of continuing value to the student outside of the classroom setting. The Chancellor's Office has determined that such materials include, but are not limited to, textbooks, tools, equipment, clothing, and those materials which are necessary for a student's vocational training and employment. The regulations were amended in 2012 to eliminate the requirement that instructional materials must be tangible. This allows districts greater flexibility to require students to provide electronic and on-line instructional materials through use of a license or access fee. However, the regulations establish protections to protect students from inappropriate materials and fees. First, required instructional materials shall not include materials used or designed primarily for administrative purposes, class management, course management, or supervision. Some on-line or electronic instructional materials offer marginal assistance or benefits to the instructor or the district. Such assistance or benefits would not disqualify the product from being a valid instructional material provided the primary purpose of the instructional material is for instructional purposes. Second, the regulations ensure that materials provided through a license or access fee shall be available to students for up to two years, satisfying the requirement that instructional materials must have continuing value outside the classroom setting. Students have the option of paying a lower price for a shorter access period. These title 5 sections specifically apply to both credit and noncredit courses, and the requirements would apply to credit and noncredit courses offered through a contract education mechanism. (See Legal Opinion E 03-25.)

“Required instructional materials” are materials which the student must procure or possess as a condition of registration, enrollment, or entry into a class; or any material which is necessary to achieve the required objectives of a course.

Finally, the regulations specify that the material must not be solely or exclusively available from the district. A material will not be considered to be solely or exclusively available from the district if it is provided to the student at the district's actual cost, or there are health and safety reasons for the district being the provider, or if the district is providing the material cheaper than it is available elsewhere.

It is important to remember that these regulations only apply to materials that are required as a condition of registration, enrollment, etc. If a material is helpful to students, but is not required, then it may be sold to students under the authority of the permissive code. Material that is optional need not be personal property; it need not be of continuing value outside the classroom setting; and it can be available exclusively from the district so long as it is not needed by the student to achieve the required objectives of the course or as a condition of enrollment. Questions have arisen about the propriety of charging an instructional materials fee to students who audit courses. As a practical matter, an auditing student might not participate in a course in the same way as a regular student, but may be more of an observer. In that case, the instructional materials would not be necessary to achieve the objectives of the course. Auditing students should be advised that they must provide the required instructional materials if they wish to participate in that portion of a course for which the materials are required. Districts should not permit auditing students to use instructional materials paid for by students who are not auditing the class such that auditing students are effectively subsidized by regular students.
Education Code sections 81457 and 81458 authorize districts to sell to students those materials necessary for the making of articles by persons in the class. The materials are to be sold to the student at the cost to the district, and the article becomes the property of the student.

Please note that districts may not charge an across-the-board or per unit instructional materials fee (see Legal Opinion O 93-12). Where specific course objectives for independent study have not been finalized at the point students register for the course, instructional materials fees generally cannot be assessed at registration because fees must be directly related to course objectives. Students may only be required to pay for instructional materials under the circumstances described above.

The following questions should be answered any time a district wishes to require students to provide materials:

1. What personal property (material) does the student need? If a fee is charged, what does the student get for the fee?

2. How does this material relate to the required objectives of the course? The district should be able to identify a specific course objective that cannot be met but for the use of the materials at issue.

3. Does the material have continuing value outside the classroom?

4. Is the amount of materials the students must supply, or the amount that they receive in exchange for the fee that is charged, consistent with the amount of material necessary to meet the required objectives of the course?

5. If the district charges a fee rather than having students furnish the materials, why do the students have to pay a fee to the district rather than supply the materials themselves? Is the district the only source of the materials? If not, is there some health or safety reason for the district to supply the materials? If not, will the district supply the material more cheaply than the material can be obtained elsewhere AND at the district's actual cost?

Districts should periodically and systematically review the instructional materials they require students to provide, and the instructional materials fees they charge, to ensure that all the standards are met. A review of one college by the Chancellor's Office revealed fees collected from students in one small curricular area amounting to twice the college's actual costs. Such discrepancies may be attributable to fluctuating costs, but whatever the cause, they point to the need for on-going monitoring of required materials and materials fees. The 2012 amendment to the regulations specifically states that district policies and regulations concerning instructional materials “shall direct instructors to take reasonable steps to minimize the cost and ensure the necessity of instructional materials.”

Districts should carefully review the fees described in their catalogs, class schedules, and their websites to ensure that optional fees are clearly described as optional and cannot be mistaken for required charges. Students should be clearly advised when they have the option of providing their own materials or of purchasing those materials at the listed price from the district. When optional fees are not properly described, the appearance is that the district may be charging an impermissible mandatory fee.
When students have the option of providing necessary materials, districts should provide readily available information about what materials are required so that students can make an informed choice as to whether to provide their own materials or to purchase them from the district. Districts should establish a workable mechanism to notify students of the materials they must provide to ensure that students have a real opportunity to provide the materials themselves and are not forced to pay a fee to the district merely because they did not know what materials were needed.

Districts should also review their refund policies related to instructional materials fees. Students may have already paid instructional materials fees when they find they must withdraw from a class. Unless a district refunds an amount corresponding to the personal property that was not provided prior to an early withdrawal, or provides the material to the student, the appearance is that the district is retaining the fee as well as the materials for which the fee was paid.

Appendix A contains a detailed analysis of the kinds of materials that may and may not be required under the instructional materials regulations.

Material Fees are established by a faculty member in consultation with the dean. Requests for materials fees are made through the CurricUNET process either with a new course or via a “modified course proposal”. When materials fees change for a specific course, a modified course proposal must be submitted through the Curriculum Committee.

Faculty should consult with the SMCCCD document on Materials Fees found in Appendix H to establish the criteria for the fees. This information is mandatory for state reporting.

Suggested Program Viability Process

I. Definitions

A program is defined as an organized sequence of courses leading to a defined objective, a degree, a certificate, or transfer to another institution of higher education in the areas of lower-education, and student development (District Rules & Regulations 6.01). At the discretion of the local college, student service programs which include an instructional component may be considered using this process.

II. Initiating a Discussion on Program Viability (Improvement/Discontinuance)

Program viability discussions may be initiated by any constituency or group. When a program has indications of not meeting the college’s mission, strategic plans, division or departmental goals and objectives, and intervention strategies have been attempted, this process is initiated. Regardless of where the discussion is initiated, the Academic Senate and its committees, including its Curriculum Committee, in accordance with the District’s policy to “rely primarily” on the Academic Senate’s advice in academic matters, will guide the process and produce the recommendation to the appropriate body.

Note: If there is consistent consensus among all interested parties and stakeholders that a program should be discontinued, the Curriculum Committee may recommend discontinuance without initiating a formal procedure.
III. The Task Force

A sub-committee, under the direction of the Curriculum Committee, shall undertake the evaluation process. To facilitate and enhance a balanced examination of a program, discussions of program viability must include representation from all parties affected by the decision. These may include faculty, staff, administrators, students, the employing business and industry (if applicable), the community, and others deemed necessary by the Curriculum Committee.

Note: To complement the active acquisition of information, the sub-committee may organize an open meeting or forum to allow any interested individuals to make presentations of concerns or issues to the members of the sub-committee.

IV. Discussion Criteria

Discussions will include both qualitative and quantitative indicators. Sources of data will be referenced and cited.

A. Qualitative Indicators

Qualitative indicators are based on the mission, values, and goals of the institution, and access and equity for students. These indicators include, but are not limited to:

1. balance of the college curriculum;
2. effect on students of discontinuing the program;
3. potential for a disproportionate impact on any one group of students;
4. quality of the program and how it is perceived by students, articulating universities, local business and industry, and the community;
5. ability of students to complete their degree or certificate or to transfer, including maintaining catalog rights of students;
6. replication of programs in the District/surrounding area;
7. community needs assessment;
8. student employability;
9. change in college mission.

B. Quantitative Indicators

There are many quantitative indicators that must be considered in any discussion of program viability. Any data used as a basis for decision-making must be sound, comprehensive, uniform and reliable. Quantitative Indicators include, but are not limited to, the following:

1. enrollment and retention trends
2. persistence/completion/success of students in the program
3. program review reports
4. FTEF Allocation Committee discussions
5. cost effectiveness

V. Possible Outcomes
A program may be recommended to continue, to continue with modifications, to consolidate, to relocate, to be put on hiatus, or to be discontinued.

VI. Recommendations
Recommendations on program viability shall rely primarily on the advice of the Academic Senate through its sub-committees, per District policy.

Final recommendations of the sub-committee will be forwarded in writing to the Curriculum Committee, who will review the report and forward it to the appropriate office, including the Office of Instruction and the Academic Senate. All recommendations will be maintained by the Academic Senate.

If the recommendation is to discontinue a program, the signatures of the Vice President of Instruction, the college President and other appropriate administrators, the ASSC president, and the Academic Senate President will be obtained before the recommendation is presented to the Board of Trustees for approval, if deemed necessary. The information of a program’s discontinuance should also be reported to the State Chancellor’s Office on the form entitled, “Non-Substantial Changes to Approved Program or Change of Active-Inactive Status,” found in the “Program and Course Approval Handbook.”

The written recommendation for discontinuance will include the criteria used to arrive at the recommendation, a plan and timeline for phasing out the program, and a plan for the implementation of all requirements of collective bargaining.

*The documents proposing revisions to both policy and process were widely distributed to faculty, administrators, and students for feedback. By the end of the spring 2003 semester, the proposed program discontinuance (renamed program viability) draft had been approved by all district colleges’ Curriculum Committees, Academic Senate Governing Councils, the District Curriculum Committee, and the AFT Executive Committee.
Program Viability Evaluation Form

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<th>Definitions</th>
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</tr>
</tbody>
</table>

The PIV Process was initiated by a vote of the Curriculum Committee on September 16, 2009 (It was originally agendized on September 2, 2009 but the committee meeting was cancelled due to the shooting incident that occurred on campus.)
The Task Force

A sub-committee, under the direction of the Curriculum Committee, shall undertake the evaluation process. To facilitate and enhance a balanced examination of a program, discussions of program viability must include representation from all parties affected by the decision. These may include faculty, staff, administrators, students, the employing business and industry (if applicable), the community, and others deemed necessary by the Curriculum Committee.

Note: To complement the active acquisition of information, the sub-committee may organize an open meeting or forum to allow any interested individuals to make presentations of concerns or issues to the members of the sub-committee.

- The Curriculum Committee appointed a subcommittee.

Faculty

a. Dino Nomicos – PEDA
b. Arthur Takayama – SSCA
c. Christine Roumbanis - BUS
d. Ray Hernandez – SMT
e. Fermin Irigoyen - LA
f. Jacquie Escobar – Counseling (did not attend)

Administrators

a. Regina Stanback Stroud
b. Joe Morello

Students

a. Elizabeth Gallagher
b. Claire Muller-Mosley
c. Shawna Whitney (adjunct)

Additional input from:

a. Don Biederman, A Faculty Advisor in the Counseling Division presented a letter in support of the Health Science Program
b. John Elia, adjunct faculty member, submitted a letter to the PIV committee in support of the HSCI program
c. Approximately 8 students in attendance
d. One student spoke to the committee
e. Patricia Bader, a student in the Nutrition 310 class presented a letter to the committee.
f. A petition was submitted by 98 students indicating that the elimination of the class would impact their ability to enter medical fields such as nursing, dietetics and various allied health fields
g. A open letter from a group of 11 faculty members that named themselves “Concerned Faculty of Skyline College” was provided to the committee.
**Discussion Criteria**

Discussions will include both qualitative and quantitative indicators. Sources of data will be referenced and cited.

**A. Qualitative Indicators**

Qualitative indicators are based on the mission, values, and goals of the institution, and access and equity for students. These indicators include, but are not limited to:

1. balance of the college curriculum;
2. effect on students of discontinuing the program;
3. potential for a disproportionate impact on any one group of students;
4. quality of the program and how it is perceived by students, articulating universities, local business and industry, and the community;
5. ability of students to complete their degree or certificate to transfer, including maintaining catalog rights of students;
6. replication of programs in the District/surrounding area;
7. community needs assessment;
8. student employability;
9. change in college mission.

The Task Force developed a form requesting the submission of information related to the criteria as follows

1. Impact on comprehensiveness of curriculum
2. Impact on ability to attract students
3. Disproportionate Impact on community/student/employer groups
4. Qualitative—Describe qualitative information obtained through surveys, campus and community forums, focus groups or other means.
5. Relationship to fulfillment of Degrees, Certificates, and transfer requirements (balance of curriculum)
6. Describe how it meets transfer requirements
7. Community and Business needs – (employability)
8. Impact on College and District: What is the impact of the elimination of this program on the college, sister colleges and the district?
9. Relationship to Mission: How does the program help fulfill the mission?

**B. Quantitative Indicators**

There are many quantitative indicators that must be considered in any discussion of program viability. Any data used as a basis for decision-making must be sound, comprehensive, uniform and reliable. Quantitative Indicators include, but are not limited to, the following:

1. enrollment and retention trends
2. persistence/completion/success of students in the program
3. program review reports
4. FTEF Allocation Committee discussions
5. cost effectiveness

1. Quantitative indicators and analysis Evaluate the quantitative sources with respect to enrollment, retention, and student success, including student learning outcomes. Analyze the productivity of this program in terms of its target load. Identify trends; determine and evaluate the (anticipated) effect of any recent or planned programmatic changes. Discuss the number of full-time and adjunct faculty, overload and reassigned FTEF, and the effect of these factors on the efficiency of the program.

a. **Data resources:** Educational Master Plan; Core Program and Student Success Indicators; additional data provided by Office of Planning, Research and Institutional Effectiveness (PRIE); previous Program Review and Planning reports; other department records; assessment of student learning outcomes; additional sources deemed appropriate by review committee)

**II. Possible Outcomes**

A program may be recommended to continue, to continue with modifications, to consolidate, to relocate, to be put on hiatus, or to be discontinued.

Recommendation to eliminate two programs are forwarded to the Curriculum Committee.
### III. **Recommendations**

Recommendations on program viability shall rely primarily on the advice of the Academic Senate through its sub-committees, per District policy.

Final recommendations of the sub-committee will be forwarded in writing to the Curriculum Committee, who will review the report and forward it to the appropriate office, including the Office of Instruction and the Academic Senate. All recommendations will be maintained by the Academic Senate.

If the recommendation is to discontinue a program, the signatures of the Vice President of Instruction, the college President and other appropriate administrators, the ASSC president, and the Academic Senate President will be obtained before the recommendation is presented to the Board of Trustees for approval, if deemed necessary. The information of a program’s discontinuance should also be reported to the State Chancellor’s Office on the form entitled, “Non-Substantial Changes to Approved Program or Change of Active-Inactive Status,” found in the “Program and Course Approval Handbook.”

The written recommendation for discontinuance will include the criteria used to arrive at the recommendation, a plan and timeline for phasing out the program, and a plan for the implementation of all requirements of collective bargaining.

*The documents proposing revisions to both policy and process were widely distributed to faculty, administrators, and students for feedback. By the end of the spring 2003 semester, the proposed program discontinuance (renamed program viability) draft had been approved by all district colleges’ Curriculum Committees, Academic Senate Governing Councils, the District Curriculum Committee, and the AFT Executive Committee.*

A written recommendation was provided to the curriculum committee.

Members of the “Concerned Faculty” group, AFT Officers, full and part-time Faculty in the affected programs and individual faculty members were present in the Curriculum Committee meeting. They urged rejection of elimination as these programs are vital to students of Skyline College.

The Curriculum Committee did not take a position on the recommendation. The recommendation was placed on the table by the chair. The motion died due to lack of a second.
CurricUNET Resources

Step-by-step instructions on how to create a new course in CurricUNET

To create a new course, follow these directions:

- Go to CurricUNET at http://www.curricunet.com/SMCCCD/

- To log in, follow these four steps:

  1) In the left margin, type your user name. Your user name is the first part of your district email address before the @. For example, for the email address smithers@smccd.edu, the user name is smithers.

  2) Type your password: “changepassword” (one word). (NOTE: You should immediately change your password the first time you use CurricUNET. Instructions are given in the first “NOTE” shown below.)

  3) Under “College,” select “Skyline College” from the pull-down menu.

  4) Click on the “Log In” button, which is sometimes hard-to-see because of the color scheme.

- You will now be brought to the CurricUNET home page.

- NOTE: If you haven’t already done so, change your password. Under Prefs, click on Personal Info. Type your new password in the two fields where it’s requested, and click on OK. Then return to the CurricUNET home page by clicking on the home icon in the left margin.

- NOTE: Notice that question mark icons appear to the right of each data entry field on this screen. These are help icons and they appear on all CurricUNET screens. When you are unclear about the information being requested for a given field, click on the corresponding help icon for more information.

- On the left navigation bar on the CurricUNET home page, under Build, click on Courses.

- Under Courses on the left navigation bar, click on Create Course.

- The screen (or “page”) that now appears is entitled “Create New Course.” Fill out the required information. (NOTE: Please obtain an available course number from Maria)
Norris in the Instruction Office prior to beginning your new course entry.) In the “Proposal Type” field, be sure to select “Skyline College – Skyline New Course.” When finished with this screen, click on OK.

- CurricUNET will digest the information you just provided and display it on a screen entitled “Course Construction Main Menu”. Notice the “Course Checklist” in the right margin. This is a list of all the screens that you will be completing, one at a time.

- Click on the first screen in the Course Checklist: “Basic Course Information.” Complete all the data fields in this screen, remembering to pay attention to any default settings and choices available via pull-down menus.

- When finished completing the screen, click on SAVE. Wait for CurricUNET to save your work. (This can take from 2 to 20 seconds.) When it has, it will usually display a statement at the top of the screen that reads “Page Last Saved on: Date, Time, Your Name.” If this statement does not appear, wait for the Microsoft “spinning wheel” to stop spinning. When it stops, your information has been saved.

- If no error message appears, click on FINISH. (Be sure that your information has been saved before clicking FINISH.)

- If an error messages appears, it’s probably because you did not complete one or more required data fields. Supply the requested information and click on SAVE again. After correcting your errors and saving, click on FINISH.

- After clicking on FINISH, a screen appears that summarizes the information you’ve provided. This serves as a confirmation that you’ve provided all the necessary information for that screen. You can always go back later and “unlock” and edit a screen of information.

- Notice that as you complete each screen in the Course Checklist on the right margin, the title of that screen will be check marked and appear in bold. This is a visual cue that you have saved and finished that screen. (Remember, you can always go back later and “unlock” and edit a screen of information.)

- By completing all the relevant screens for your new course on the Course Checklist, you have entered all the necessary information for CurricUNET to create a Course Outline.

- NOTE: If you are unclear about the information being requested for a given data field, click on the corresponding help icon for more information. If that doesn’t clear up your confusion, consult your Dean or Curriculum Committee division representative.

- When you’re certain you’ve completed all the relevant screens and are ready to submit your new course proposal to the Curriculum Committee, click on the red SUBMIT button found in the left margin. (The SUBMIT button should be displaying a message that reads “You may submit your course now.”)
Your course will now go through the Curriculum Committee workflow process. In general the workflow process follows this pattern:

1) Proposed new course is sent to your Dean for his/her approval. If approved, proposal is sent on to Technical Review.

2) Proposed new course is reviewed by Technical Review members of the Curriculum Committee.

3) You will be sent an email from System@governet.net with instructions on how to access your course to review comments made by the Technical Review members of the Curriculum Committee and edit your course appropriately. In addition, you will be sent an email from a representative of the Technical Review Committee describing any changes, additional information, or clarification that’s needed. This email will also inform you of the deadline for submitting the requested changes.

4) You will be sent an email inviting you to a Curriculum Committee meeting to discuss your new course.

- NOTE: You can follow the progress of your course by clicking on My Proposals on the CurricUNET home page.

- After submitting your course, remember to log out of CurricUNET (click on “Log Out” in the upper right).

Step-by-step instructions on how to enter a course modification in CurricUNET

To make revisions to an existing course, create a Skyline Modified Course Proposal by following these directions:

- Go to CurricUNET at http://www.curricunet.com/SMCCCD/

- To log in, follow these four steps:

1) In the left margin, type your user name. Your user name is the first part of your district email address before the @. For example, for the email address smithers@smccd.edu, the user name is smithers.

2) Type your password: “changeme” (one word).
   (NOTE: You should immediately change your password the first time you use CurricUNET. Instructions are given in the first “NOTE” shown below.)

3) Under “College,” select “Skyline College” from the pull-down menu.

4) Click on the “Log In” button, which is sometimes hard-to-see because of the color scheme.
You will now be brought to the CurricUNET home page.

**NOTE:** If you haven’t already done so, change your password. Under **Prefs**, click on **Personal Info**. Type your new password in the two fields where it’s requested, and click on **OK**. Then return to the CurricUNET home page by clicking on the home icon in the left margin.

**NOTE:** Notice that question mark icons appear to the right of each data entry field on this screen. These are help icons and they appear on all CurricUNET screens. When you are unclear about the information being requested for a given field, click on the corresponding help icon for more information.

Under **Build** on the left navigation bar of the CurricUNET home page, click on **Courses**.

Under **Courses** on the left navigation bar, click on **Revise Course**.

A screen will be displayed entitled “Course Search.” Select the **College** (it should default to Skyline), **Discipline**, and type the **Course Number** of the course you wish to revise, and click on **OK**. (It’s not necessary to type the course title.)

When the results are displayed, under **Actions**, click on the **Copy icon** . This creates a new working copy of the course that – once modified and approved – will replace the original version. (The original version will be archived for historical purposes.)

When the “Course Review Proposal” screen displays, select the **College** (it should default to Skyline), and using the pull-down menu for the **Proposal Type**, select **Skyline Modified Course Proposal**. Click on **Next**. Wait for that command to be processed, and then click on **OK**.

A window will appear that reads: ”Your course is being created. Please wait.”

When the copying process is complete (usually less than one minute), a screen will appear entitled “Course Construction Main Menu.”

On the right margin is a list of screens called the “Course Checklist.” Begin by clicking on **Basic Course Information**. When that screen appears, scroll to the bottom and click on the modification(s) you are proposing from the list of modifications that are provided. Click on **SAVE**. Wait for that command to be processed (2 to 20 seconds), and then click on **FINISH**.

The **Basic Course Information** screen will again redisplay with a summary confirming that you have completed all the necessary information for that screen.

You may now select other screens (one at a time) from the “Course Checklist” in the right margin that need to be completed. The screens that need to be completed depend on the modification(s) you are making. However, it is good practice to take this
opportunity to go through all the screens in the checklist and make certain that current, accurate information exists for your course.

- **NOTE**: After completing each appropriate screen, remember to click on SAVE and wait for CurricUNET to accept your changes and redisplay them. This may take from 2 to 20 seconds. When your changes have been saved, it will usually display a statement at the top of the screen that reads “Page Last Saved on: Date, Time, Your Name.” If this statement does not appear, wait for the Microsoft “spinning wheel” to stop spinning. When it stops, your information has been saved. After the screen you’re completing is redisplayed, click on **FINISH**.

- If you need to go back and make changes to other screens you’ve already worked on, simply select the appropriate screen from the right margin, click on “Unlock,” and make your edits or changes.

- When you are finished making revisions and ready to submit your course modification to the Curriculum Committee, click on the **SUBMIT** button in the left margin.

Your course will now go through the Curriculum Committee workflow process. In general the workflow process follows this pattern:

1) Proposed modification is sent to your Dean for his/her approval. If approved, proposal is sent on to Technical Review.

2) Proposed modification is reviewed by Technical Review members of the Curriculum Committee.

3) You will be sent an email from System@governet.net with instructions on how to access your course to review comments made by the Technical Review members of the Curriculum Committee and edit your course appropriately. In addition, you will be sent an email from a representative of the Technical Review Committee describing any changes, additional information, or clarification that’s needed. This email will also inform you of the deadline for submitting the requested changes.

4) You will be sent an email inviting you to a Curriculum Committee meeting to discuss your course modification.

- **NOTE**: You can follow the progress of your course by clicking on **My Proposals** on the CurricUNET home page.

- After submitting your course, remember to log out of CurricUNET (click on “**Log Out**” in the upper right).
## CurricUNET Distance Education Supplement

| Distance Education | New distance education supplement  
Revision to existing distance education supplement |
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Distance Education</td>
<td>Distance education component was developed by an instructor with training in online pedagogy.</td>
</tr>
</tbody>
</table>
| Method of Distance Education | Online, Hybrid, Web Assisted Course; (If there are limitations on how this course would be offered please explain below)  
Other of Modes of Delivery (describe below) |
| Online Method Limitations | |
| Other Methods | |
**Course Content and Methodology**

Department faculty have reviewed the course in the distance education mode for the following (you must certify all of the statements that are true with checkmarks):

- The objectives and content of the course are adequately covered by the methods of instruction, assignments, evaluation of student outcomes, and instructional materials.
- If this course is currently taught in a lecture mode, the department faculty have determined that the same objectives can be achieved in a distance learning mode.
- The instructional equipment and materials are sufficient.
- The preparation and training of faculty are sufficient.
- Regular personal contact between students and instructor is sufficient.
- Methods of student evaluation are designed to maintain examination security.
- Evaluation of student outcomes is sufficient to permit review and assessment of the effectiveness of distance education for this course and to provide information for the annual distance education report.

---

**Instructional Methodologies (How will you deliver the course content?):**

- Announcements/Bulletin Boards
- Chat Rooms
- E-mail
- Electronic Forum
- Fax
- One-Way Video Conferencing (One-way interactive video and two-

---

**Representative Courseware/Textbooks Materials:**

Add any additional representative courseware/textbooks/materials that would apply only to a distance education offering of this course.

<table>
<thead>
<tr>
<th><strong>Methods of Evaluation of Student Performance:</strong></th>
<th>Please explain any additional methods of evaluation pertaining to DE offering. (Example: online quizzes, weekly homework submitted electronically)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How are you ensuring that students with disabilities can access your course in accordance with Section 508?</strong></td>
<td>Distance education courses, resources and materials must be designed and delivered in such a way that the level of communication and course-taking experience is the same for students with or without disabilities. Students should have maximum opportunity to access distance education resources &quot;anytime, anywhere&quot; without the need for outside assistance.</td>
</tr>
</tbody>
</table>
Plan for Regular Effective Communication Contact Between Faculty and Student (Title 5, 55204). "Local policies should establish and monitor minimum standards of regular effective contact."

<table>
<thead>
<tr>
<th>Contact Type</th>
<th>Announcements/Bulletin Boards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency/Explanation</td>
<td></td>
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</tbody>
</table>

You have no defined contact types.

[Add] [Finish]
Appendices

Contents

A. Curriculum Committee Calendar ..................................................Error! Bookmark not defined.
B. CurricUNET Portal for Skyline College ....................................Error! Bookmark not defined.
C. Program Course Approval Handbook .......................................Error! Bookmark not defined.
E. SLOAC Framework......................................................................Error! Bookmark not defined.
F. DE Handbook ..............................................................................Error! Bookmark not defined.
G. Policies for Prerequisites, Co-requisites and Advisories on Recommended Preparation...Error! Bookmark not defined.
H. Instructional Materials ...............................................................Error! Bookmark not defined.
I. Credit Course Repetition Guidelines.........................................Error! Bookmark not defined.
J. The Model District Policy on Prerequisites, Corequisites, and Advisories on Recommended Preparation ..................................................Error! Bookmark not defined.
K. Implementing Content Review for Communication and Computation Prerequisites........Error! Bookmark not defined.
L. Independent Study Learning Contract.........................................Error! Bookmark not defined.
## Curriculum Committee Calendar

### Curriculum Committee Meeting Calendar and Proposal Submission Deadlines

#### 2013-2014

<table>
<thead>
<tr>
<th>DEADLINE 1</th>
<th>DEADLINE 2</th>
<th>DEADLINE 3</th>
<th>DEADLINE 4</th>
<th>DEADLINE 5</th>
<th>DEADLINE 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Committee Meeting Date</td>
<td>Proposals Submitted to Dean’s Office **</td>
<td>Dean ReviewsTechnical Review (by 4:30pm)</td>
<td>Proposals Submitted to Technical Review</td>
<td>Technical Review Completed (by 6:00pm)</td>
<td>Technical ReviewComments to Faculty</td>
</tr>
<tr>
<td>9/4/13</td>
<td>-</td>
<td>8/19/13</td>
<td>8/26/13</td>
<td>8/27/13</td>
<td>8/30/13</td>
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</tbody>
</table>

**DEADLINE** for Technology Mediated instruction (existing Courses Only) and Experimental Courses to be approved in the Spring 2014 Schedule.

- **Deadline** for all CSU Transferable Experimental & Selected Topics courses to be effective for Spring 2014 for ASSIST update.

### Program Review Workshop (2013-14)

<table>
<thead>
<tr>
<th>10/14/13</th>
<th>10/16/13</th>
<th>10/18/13</th>
<th>10/28/13</th>
<th>10/29/13</th>
<th>11/1/13</th>
</tr>
</thead>
</table>

**DEADLINE** for courses to be submitted to CSU for review for CSU General Education

**Note:** Courses submitted for CSU GE review cannot be offered until the Spring 2015 semester.

- **Deadline** for Technology Mediated instruction (existing Courses Only) and Experimental Courses to appear in the Summer 2014 Schedule.

|----------|----------|----------|----------|----------|----------|

**DEADLINE** for new courses/course modifications to appear in the Fall 2014 Schedule.

|----------|----------|----------|----------|----------|----------|

**DEADLINE** to submit new ADD’s, Associate Degrees and Certificates for the 2014-2015 Catalog in order to meet state approval process deadlines.

### Final Meeting of the Academic Year

<table>
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<tr>
<th>4/14/14</th>
<th>4/15/14</th>
<th>4/16/14</th>
<th>4/18/14</th>
<th>4/19/14</th>
<th>4/20/14</th>
</tr>
</thead>
</table>

**DEADLINE** for new courses to be submitted to UC for consideration for UC Transfer (2014-15) and UC/GE (15-16)

**Note:** Courses submitted for UC consideration cannot be offered until the Spring 2015 semester.

**DEADLINE** to submit updates/Revisions for the 2014-2015 Catalog.

- **Deadline** for all CSU Transferable Experimental & Selected Topics courses to be effective for Fall 2014 for ASSIST update.

### Final Meeting of the Academic Year

**Facility Please Note:** Deadlines 1 & 2 are critical faculty submission dates.

Revised 6/10/13

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[http://www.skylinecollege.edu/curriculumcommittee/assets/Curriculum%20Committee%20Calendar.pdf](http://www.skylinecollege.edu/curriculumcommittee/assets/Curriculum%20Committee%20Calendar.pdf)
B. CurricUNET Portal for Skyline College

http://www.curricunet.com/smccd/
C. Program Course Approval Handbook

D. The Course Outline of Record: A Curriculum Reference Guide

http://skylinecollege.edu/curriculumcommittee/assets/ASCCC%20Course%20Outline%20of%20Record.pdf
E. SLOAC Framework

The Skyline College
SLOAC Framework:
An Implementation Guide for the
Student Learning Outcomes and Assessment Cycle

Version 3

FALL 2013
Developed by the Skyline College SLOAC Committee

F. DE Handbook

G. Policies for Prerequisites, Co-requisites and Advisories on Recommended Preparation

http://www.skylinecollege.edu/curriculumcommittee/assets/Prerequisites_Guidelines_55003%20Final.pdf
H. Instructional Materials

San Mateo County Community College District has developed an approval and annual reviewing process for Instructional Material Fees (IMFs) to ensure that the District is in compliance with Board of Governor regulations and the California Code of Regulations. Administrative law dictates that students may only be required to provide materials that are of continuing value to them outside of the classroom setting.

Approval Procedure for a NEW Fee

1. Review Title 5 standards to ensure the fee would comply with the California Code of Regulations.

§ 59402. Definitions.
For the purposes of this subchapter the following definitions apply:
(a) "Instructional and other materials" means any tangible personal property which is owned or primarily controlled by an individual student.

(b) "Required Instructional and other materials" means any Instructional and other materials which a student must procure or possess as a condition of registration, enrollment or entry into a class; or any such material which is necessary to achieve those required objectives of a course which are to be accomplished under the supervision of an Instructor during class hours.

(c) "Solely or exclusively available from the district" means that the material is not available except through the district, or that the district requires that the material be purchased or procured from it. A material shall not be considered to be solely or exclusively available from the district if it is provided to the student at the district’s actual cost and:

(1) The material is otherwise generally available, but is provided solely or exclusively by the district for health and safety reasons; or

(2) The material is provided in lieu of other generally available but more expensive material which would otherwise be required.

(d) "Required instructional and other materials which are of continuing value outside of the classroom setting" are materials which can be taken from the classroom setting, and which are not wholly consumed, used up, or rendered valueless as they are applied in achieving the required objectives of a course which are to be accomplished under the supervision of an instructor during class hours.

(e) "Tangible personal property" includes electronic data that the student may access during the class and store for personal use after the class in a manner comparable to the use available during the class.

2. If the fee would comply, determine the appropriate cost.
   A. List the items each student would buy.
   B. Total the cost of items in A. to determine the individual student fee.
3. Identify a specific course objective that cannot be met without the materials.
4. Determine if the materials have continuing value to the student outside the classroom.
5. Discuss the fee and the objective (See 3.) with your Department Chair and get their approval.
6. IF you are making other modifications to the course outline, add the fee information into CurricUNET. Submit the course outline via CurricUNET for Committee on Instruction approval.

7. Email the request for a new fee to the Office of Instruction. You must include the course number, material fee amount, and a detailed description of the fees.

8. Attend the Committee on Instruction approval meeting in case the committee has questions about the addition of an instructional material fee.
   
   A. If Committee on Instruction approves the fee, the fee and description will be included in the Official Course outline.
   
   B. If Committee on Instruction does not approve the fee; it will not be included in the Official Course outline.

9. Download worksheet and backup document to intranet site for future review by auditors. The link is \Appserv1\GeneralAccounting\GA Intranet - CIAG Finance\Projects\Material Fee\SKY

**Modification Procedure for a Current Fee**

1. Review the previous fee and determine the appropriate, modified cost.
   
   A. List the items each student would buy.
   
   B. Total the cost of items in A. to determine the individual student fee.

2. Identify any additional, specific course objectives that cannot be met without the materials.

3. If adding materials, determine if the additional materials have continuing value to the student outside the classroom.

4. Discuss the modified fee and any additional objectives with your Department Chair and get their approval.

5. IF you are making other modifications to the course outline, modify the fee information in CurricUNET. Submit the course outline via CurricUNET for Committee on Instruction approval.

6. Email the request for a modified fee to the Office of Instruction. You must include the course number, revised material fee amount, and any changes for the description of the fees.

7. Attend the Committee on Instruction approval meeting in case the committee has questions about the addition of an instructional material fee.

**Annual Review Procedure**

Each spring Instructional Services will contact departments that have courses with Instructional Material Fees. The department will review and, if necessary, update the material fee and description. Instructional Services will update the Instructional Material Fee annual report to reflect any changes. The IMF document will then be submitted to Committee on Instruction for approval and then the Governing Board.
MATERIAL FEE CALCULATION: WORKSHEET PER STUDENT

College: ___________________________  For Fiscal Year: ___________________________
Division/Department: _______________  Course Title: ____________________________
Course #: __________________________

Material Fee Calculation Per Student

“Instructional and materials” mean any tangible personal property which is owned or primarily controlled by an individual student.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>DESCRIPTION</th>
<th>QUANTITY</th>
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</tbody>
</table>

Total cost per student: $ ________

Approved by: ___________________________  Date: ___________________________
Title: ___________________________
I. Credit Course Repetition Guidelines

[Image of the document]

http://extranet.cccco.edu/Portals/1/AA/Credit/2013Files/CreditCourseRepetitionGuidelinesFinal070513.pdf
J. The Model District Policy on Prerequisites, Corequisites, and Advisories on Recommended Preparation

The Model District Policy
on
Prerequisites, Corequisites, and Advisories on Recommended Preparation
Board of Governors
September 1993

This model is written as a district policy for a multi-campus district. Districts that have only one college may wish to write accordingly. Indeed, even multi-campus districts may prefer a policy that leaves more or less discretion to the colleges.

Some parts of the model are specifically required by the regulations and, therefore, must be part of every district’s policy. Such required sections are marked “Regulation” in the margin. Parts of the model are created to satisfy implementation of the regulations and are marked “Advisory in the margin. Districts may change these required parts of the model as they do their own local policies. However, they must submit a rationale for any change in the required areas of the model, and those changes require the approval of the Chancellor. Still, other parts of the model are only advisory. They represent the counsel of those faculty and administrators who have studied these issues carefully over the last many months and may be changed, in whatever manner the local district sees fit.

Since this model is not intended to provide for all requirements and issues presented by complex, dynamic, and unique environments, a district which simply adopts this model and submits it as its local policy, will thereby have met all relevant provisions of law and will receive prompt approval and support by the Chancellor’s office. If, however, the district believes it has a better way to establish a new, and provide for challenges to prerequisites, corequisites, advisories, and limitations on enrollment, it is welcome to adopt the policy it deems most advisable and then, to submit that policy to the Chancellor’s office for review. If the district abbreviates certain of these matters, then the changes in the required areas of the model. If the district delegates certain of these matters, then the college policies or procedures must be submitted at the same time. The Chancellor’s staff will review the policies jointly, if the task force’s recommendations are accepted by people from the field, both faculty and appropriate administrators. If the policies offer sound processes and comply with all regulations, they will be approved. If the district policy is challenged high, it will be approved. If the Chancellor policy is challenged by the Chancellor, the Chancellor’s office will support the district by deciding that the fact the policy meets all applicable provisions of law.

http://www.skylinecollege.edu/curriculumcommittee/assets/Model%20District%20Policy%20-%20BOG%201993.pdf
K. Implementing Content Review for Communication and Computation Prerequisites

L. Independent Study Learning Contract

SKYLINE COLLEGE
Independent Study 695

INSTRUCTIONS FOR ANY DISCIPLINE

Students who would benefit from learning activities/projects which enhance or augment their individual instructional programs may enroll in independent study sections. Independent study activities may relate to General Education or to the student’s major field of study. The supervising instructor should have specific expertise or experience in the study area.

Before work begins, the student and the supervising instructor should develop an individualized independent study contract for no more than 3 units in a given semester. Each half unit of credit requires a minimum of 1½ lab/research hours of “work” per week. Three or four detailed performance objectives are suggested for each unit of credit.

Once the instructor and student complete and sign the learning contract, it is submitted to the Division Dean who has direct responsibility for reviewing and approving the contract for the extent and amount of “work” and units being attempted. After the Dean signs the form, a copy is retained by the supervising instructor and by the student. The student is allowed to register in the independent section only upon final approval of the learning contract. Additionally, this course must follow repeatability rules.

To summarize, steps to enroll and supervise an independent study student are as follows:

1. Instructor obtains learning contract and initial worksheet from the division office.
2. Instructor develops and discusses learning objectives with student and indicates number of units being attempted.
3. Student and instructor agree on the validity of objectives and number of units being attempted and sign contract.
4. Signed contract is submitted to the appropriate Division Dean for review and signature.
5. Instructor and student are given a copy of original signed agreement.
6. Instructor is available to student for guidance, supervision, and evaluation of project/activity on an as-needed basis.
7. Prior to the end of the semester, instructor meets with student to confirm project is complete and performance criteria are met as per agreement.
8. At the end of the semester, the instructor assigns grade based on quality of achievement, number of units, and satisfactory completion of objectives on the original copy of the contract. Consultation with Division Dean is necessary if fewer units than contracted are to be awarded.
9. Instructor records final student grade via WebSMART.

http://www.skylinecollege.edu/curriculumcommittee/assets/ANY%20695%20Learning%20Contract_final.pdf