

SKYLINE COLLEGE

CURRICULUM

HANDBOOK: 2017-18



Curriculum Review Process
Curriculum Development Resources
CurricUNET
Appendices



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Section 1: Curriculum Review and Approval

1A. Curriculum Committee Organization and Procedures

Purpose and Role

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 Curriculum Committee is a standing sub-committee of the Skyline College Academic Senate. The primary role of the Curriculum Committee is to review and approve new and revised curriculum prior to their submission to the Board of Trustees for final approval. The Committee ensures that all curriculum is in compliance with Title 5, the California Education Code, State Chancellor's Office rules, and accreditation standards. The Committee provides guidance and oversight to ensure that all curriculum is sound, comprehensive, and responsive to the evolving needs of students and the academic, business, and local communities. Another important function of the Committee is participating in administering Comprehensive Program Review.

The Committee's duties include, but are not limited to, review and approval of:

- New and revised Course Outlines of Record (COR).
- New and revised programs, degrees, and certificates.
- Distance Education courses.
- Prerequisites, co-requisites and recommended preparation for courses. Appropriate prerequisites, co-requisites and recommended preparations help ensure that students are adequately prepared for a course and have the skills necessary to succeed, yet do not act as an unnecessary barrier to students seeking to complete courses and programs.
- Course repeatability limits.
- Course materials fees.
- Credit hours – i.e. the Carnegie Unit.
- Assigning courses to the appropriate discipline(s).
- Course applicability to general education requirements, degrees, and certificates.
- Course articulation and transfer.
- Banking and deleting courses, certificates, and degrees.

The Curriculum Committee website contains agendas, minutes, meeting dates, submission deadlines, CurricUNET instructions, the *Skyline Curriculum Handbook*, Comprehensive Program Review information, a list of committee members, and other resources related to curriculum.

Membership

Members of the Curriculum Committee include faculty, administrators, classified staff and students. Since curriculum is the primary responsibility of faculty, voting membership is exclusively faculty. Two faculty members from each academic Division serve on the Committee. (Faculty representatives are chosen through a process determined by each academic Division.) The Committee chair is selected through a college-wide process determined by the Skyline College Academic Senate. The chair (or co-chairs) also represent his/her/their Division(s).

Skyline's Vice President of Instruction (VPI) is integral to successful development and implementation of curriculum. Thus, the VPI serves on the Committee and informs the College President and the SMCCCD Board of Trustees about the work of the Committee. The VPI Office provides support for curriculum inventory, meeting agendas, and other matters pertaining to curriculum review and approval.

The Committee also includes individuals known as **resource members** who serve as resources in their area of expertise. These areas include the library, Distance Education, Articulation, Matriculation, and Admissions and Records. Resource members who have faculty status sometimes also represent an academic Division, and if so, they are also voting members.

Since students are provided opportunities to participate in the formulation and development of College policies and procedures, the Committee also includes a student representative from the Associated Students of Skyline College (ASSC). He/she is a non-voting member.

Committee Membership

- Curriculum Committee Chair (or co-chairs) (voting member)
(also represents his/her/their academic Division)
- Two faculty members 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)
- Curriculum and Instructional Systems Specialist (resource member)
- ASSC appointed student (resource member)

Roles and Responsibilities of Committee Members

Voting Members

Committee Members

Committee members receive an agenda with accompanying materials on the Monday prior to each Curriculum Committee meeting. Members are expected to review the materials before the meeting and be prepared to make decisions regarding curriculum proposals after discussion.

- Attend all Curriculum Committee meetings.
- Participate in Technical Review of curriculum.
- Are familiar with curriculum policies and procedures, deadlines, CurricUNET operations, and curriculum resources.
- Provide support for Division faculty preparing curriculum proposals by answering questions and providing information on curriculum policies and procedures.
- Inform Divisions regarding curriculum issues, upcoming deadlines, and the work of the Curriculum Committee.

Curriculum Committee Faculty Chair/Co-Chairs

The Curriculum Committee is chaired (or co-chaired) by a faculty member(s) who is *ipso facto* a member of the Skyline Academic Senate. The faculty Chair or co-chairs receive reassigned time and work collaboratively with the Vice President of Instruction. Duties include:

- Prepare Committee agendas in conjunction with the VPI Office and chair Committee meetings.
- Assist faculty and Deans in the development of curriculum proposals.
- Revise and update the *Skyline Curriculum Handbook* and develop recommended procedures and forms for the processing of curriculum materials and proposals.
- Review all curriculum proposals for accuracy and work with faculty to make necessary corrections.
- Facilitate training of Committee members and keep members up to date on state curriculum issues and policies.
- Report to the Academic Senate on Curriculum Committee matters.
- Provide content and support for curriculum substantive change reports required for accreditation.
- Attend the ASCCC Curriculum Institute whenever possible to stay informed on changes to Title 5, the Education Code, State Chancellor's Office regulations, and gain greater knowledge and skill regarding state and local curriculum processes.
- Attend ASCCC Regional Curriculum meetings.

Resource Members (non-voting members)

Deans

- Review all curriculum submitted by Division faculty for accuracy, completeness, and compliance with rules and regulations.
- Support faculty in the development of curriculum.
- Attend Curriculum Committee meetings.
- Upload and submit new programs and degrees into the state curriculum system.

Articulation Officer

- Develop, update, and maintain all articulation agreements and related materials.
- Serve as a consultant to faculty on issues related to articulation.
- Maintain and regularly update the ASSIST database.
- Ensure that required ASSIST reports are filed accurately and on time.
- Keep the Curriculum Committee informed on matters related to articulation.
- Facilitate articulation with public and independent colleges, universities, and other community colleges.
- Submit courses for C-ID designation.
- Participate in Technical Review of curriculum.
- Attend all Curriculum Committee meetings.

Library Faculty

- Work with faculty to determine if the library's current print and online holdings are adequate for students to meet course and program learning outcomes.
- Evaluate and act on any requests by faculty that the library access and/or purchase books, periodicals, databases, or other print and/or online resources necessary for student success.
- Recommend library resources that support the college curriculum.
- Participate in Technical Review of curriculum.
- Attend all Curriculum Committee meetings.

Distance Education Coordinator (or designee)

- Review all curriculum proposals that contain a Distance Education component.
- Act as a liaison between the Curriculum Committee and the Center for Transformative Teaching and Learning (CTTL).
- Attend all Curriculum Committee meetings.

Curriculum Committee Procedures

Meeting Schedule

First and third Wednesdays of the month, 2:10 – 4 p.m., in room 4-301.

During months when there are five Wednesdays, the Committee may meet on the additional Wednesday.

Calendar

A calendar of meetings and deadlines for the academic year is generated each fall and posted on the Curriculum Committee website.

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 curriculum documents, minutes, and posts information on the Curriculum Committee website.

Meeting Agenda

Agendas are posted publically 48 hours before each meeting. There are four types of agenda items:

Full review (i.e. action taken after discussion):

- New courses, certificates, degrees, programs and departments.
- New or modified Distance Education addendums.
- Course, certificate, degree and program modifications..
- Reactivating banked courses and/or programs.
- Requests to bank or delete courses.
- Requests to bank or delete programs, certificates, or degrees.

Consent agenda (i.e. approved without discussion)

- Minor course modifications that don't result in any changes to Skyline's published course and/or program information (i.e. schedule, College Catalog, Webschedule). See "Modifying Existing Courses" for a list of types of minor course modifications.
- Courses and programs which were granted tentative approval at a previous meeting pending additional corrections and/or completions by course/program originator and/or Dean.

NOTE: At the beginning of each meeting, members have the option of requesting that a consent agenda item be moved to full review.

Discussion items (i.e. Committee discussion held, but formal action not usually required):

- Curriculum updates from Chancellor's Office or other regulatory bodies.
- Committee reports.
- Policy and procedure issues.
- Curriculum Committee goals and projects.
- Training for Curriculum Committee members.

Information items (i.e. action not required):

- Requests to defer Program Review.
- Name change to a program or department.

Committee Actions

At a Committee meeting, the following actions may be taken in response to curriculum proposals:

- Approve as submitted.
- Return proposal to faculty originator to make corrections, with the expectation that the proposal will be on the agenda for the next committee meeting.
- Tentative approval pending additional corrections and/or completions by faculty originator and/or Dean.
- Tabled for further discussion at a future meeting.
- Deny approval due to major problem(s) with the COR and/or compliance with local, state, or accreditation mandates.

Five Proposals per Meeting Limit:

In order to manage the significant work load required by the curriculum review process, faculty may submit no more than five course proposals (i.e. new courses and/or course modifications) to be placed on any individual meeting agenda. Five additional proposals can be placed on the next meeting agenda, and all subsequent Curriculum Committee meetings. This five item limit applies to departments, not divisions, and went into effect in spring 2015. If this limit presents major difficulties for faculty, exceptions will be considered on a case-by-case basis by the Committee Chair or co-chairs.

Task Forces

The Curriculum Committee may form ad hoc task forces to support the work of the Committee. They are typically formed to study and/or suggest policy pertaining to important, on-going issues or topics (for example, the DE Addendum Review Task Force). When the task is completed, the task force is disbanded.

1B. The Curriculum Review and Approval Process

The curriculum approval process is driven by faculty and supported by Deans and the Office of Instruction.



**CURRICULUM SPECIALIST PLACES PROPOSAL ON
CURRICULUM COMMITTEE MEETING AGENDA**



CURRICULUM COMMITTEE REVIEW ²
**(Proposal is approved, returned for corrections, not
approved, or tabled)**



VICE PRESIDENT OF INSTRUCTION
Approval



BOARD OF TRUSTEES
Approval



STATE CURRICULUM INVENTORY

Approval

¹Note: Originator is a faculty member, as per the eleven areas of professional responsibilities of faculty in the California Community Colleges system. When a faculty member identifies herself/himself as a course or program author/originator, she/he takes responsibility for insuring that the curriculum meets California Education Code and Title 5 requirements, as well as SMCCCD guidelines. In addition, faculty members should consult with Library/Learning Center staff, the Articulation Officer (as appropriate), and our sister colleges (as appropriate) in an assumed, but not formalized, part of the curriculum development process.

²Note: The 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.

Curriculum Review Resources

[Program and Course Approval Handbook \(PCAH\)](#)

The Academic Affairs Division of the California Community Colleges Chancellor's Office publishes this guide which explains standards and criteria for curriculum approval based on underlying regulations and statutes pertaining to curriculum. The latest PCAH is the 6th edition (2016). For California community college curriculum committees, there is no better reference and guide than the PCAH to ensure compliance with regulations and law regarding curriculum. Key laws, curriculum proposal guidelines, and regulatory sections governing curricular matters are included in the appendices.

[The Course Outline of Record: A Curriculum Reference Guide](#)

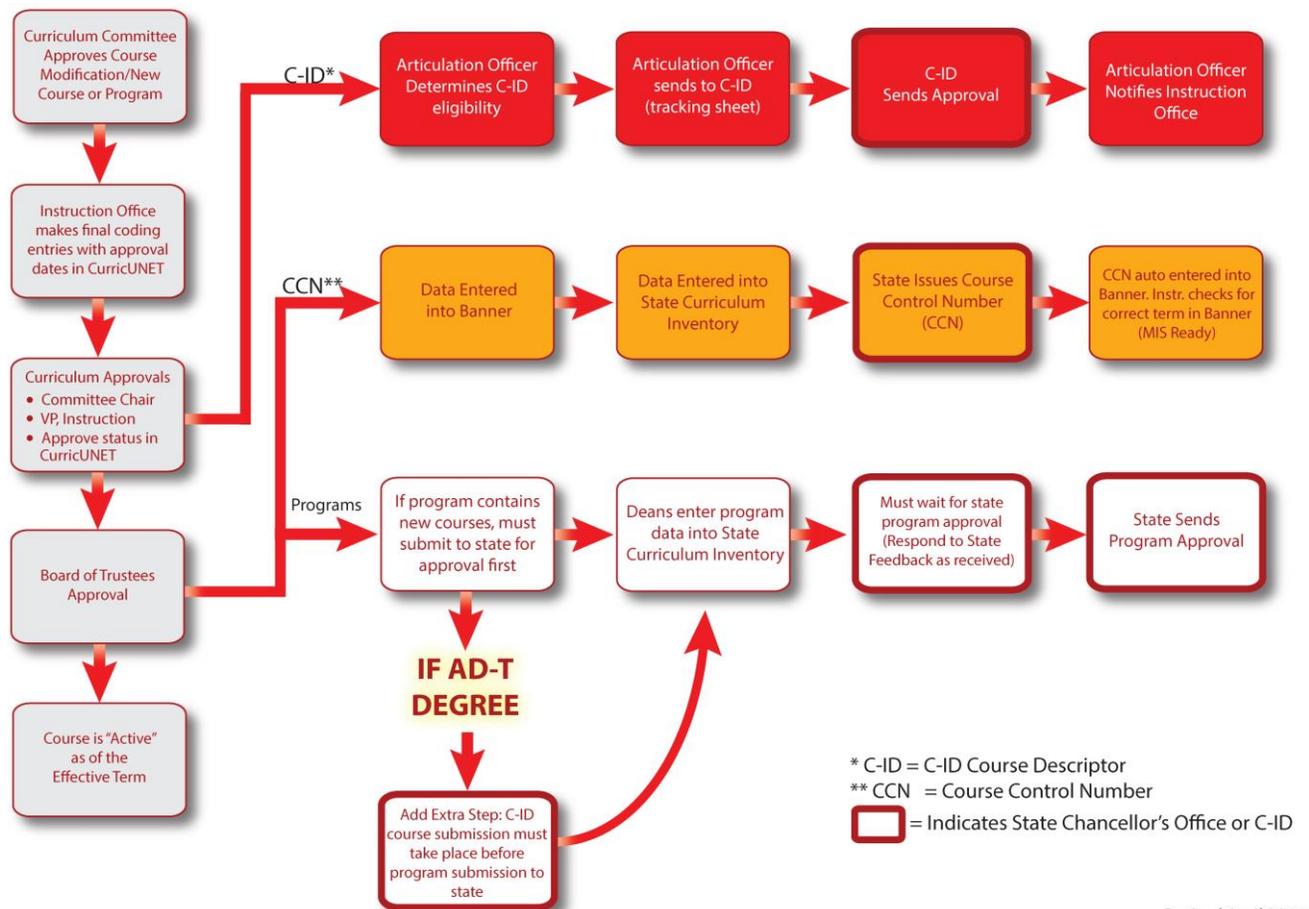
Published in 2008 by the Academic Senate for California Community Colleges (ASCCC), this document provides stylistic and practical guidelines for writing each element of the Course Outline of Record (COR). References to relevant regulatory requirements (Title 5) are included in order to clarify the regulatory intent to ensure quality.

Three Strands of Curriculum Approval: Course, Program, and C-ID

Curriculum approval at the course and degree level is 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 (C-ID). Skyline College curriculum has three major approval strands: 1) individual course approval; 2) program, degree, certificate approval; and 3) the C-ID approval process. C-ID is a supranumbering system developed to ease transfer and articulation burdens in California's higher educational institutions. For further information regarding C-ID see: <http://www.c-id.net/index.html> and/or section 1D of this handbook.



Skyline College Curriculum Approval Diagram



Revised April 2014

The Technical Review Process

Curriculum development is a faculty-driven process. Faculty initiate new and modified curriculum proposals (including Distance Education courses) in the web-based program CurricUNET. After the faculty member submits a proposal, a process of review and electronic approval begins. This process is known as **Technical Review**. The primary responsibility for technical review is held by the Curriculum Committee faculty representatives from each of the Instructional Divisions, the College Articulation Officer, and the Curriculum Specialist in the Office of the Vice President of Instruction.

An initial review is done by the appropriate Division Representative. It then moves to 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 Technical Review, it is reviewed for compliance with best practices in curriculum development, which include but are not limited to regulations and guidelines from the California Education Code, Title 5, the State Chancellor's Office, and the ACCJC. Once all Technical Review comments have been made, the proposal is returned to the originating faculty member(s) by the Technical Review Chair (Instruction Office Curriculum Specialist) 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 forwarded to the Vice President of Instruction for consideration and approval. After 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 onsite and online courses. For approval of new degrees, the State Chancellor's Office provides final approval.

SMCCCD Board of Trustees

The Board of Trustees provides the final level of approval for all onsite and online courses, certificates, and degrees after they have advanced through the proper channels at each of the three colleges.

The Board of Trustees *Policies and Procedures* Chapter 6 ("Educational Program") pertains directly to curriculum, degree information and other education matters.

Board Policies and Procedures is found at:

<http://www.smccd.edu/boardoftrustees/policies.php>

Technical Review Responsibilities

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

CURRICUNET CATEGORY	TECHNICAL REVIEW MEMBER(S)
Main (i.e. course title and number)	All
Basic Course Information	All
Equivalent Courses	All
Units/Hours	<ul style="list-style-type: none"> • Articulation Officer • Curriculum Specialist
Materials Fee	All
Student Learning Outcomes	<ul style="list-style-type: none"> • All faculty reps who have served or currently serve on SLOAC • Articulation Officer • SLOAC Coordinator
Course Objectives	<ul style="list-style-type: none"> • All faculty reps who have served or currently serve on SLOAC • Articulation Officer • SLOAC Coordinator
Course Lecture Content	All
Course Lab Content (where applicable)	All
TBA Hours Content (where applicable)	All
Recommended Preparation	All
Prerequisites / Corequisites	All
Content Review (click on “Content Review Report” icon)	All
Modes of Delivery	All
Representative Instructional Methods	All
Representative Assignments	All
Representative Methods of Evaluation	All
Representative Texts	<ul style="list-style-type: none"> • Articulation Officer

Degree/Certificate Applicability	<ul style="list-style-type: none"> • Library Representative • Articulation Officer • Curriculum Specialist
Transferability / GE (includes Skyline’s General Education Program categories)	<ul style="list-style-type: none"> • General Education Sub-committee Members • Curriculum Specialist
Distance Ed (where applicable)	<ul style="list-style-type: none"> • All • Distance Ed Coordinator
DE Contact Types (where applicable)	<ul style="list-style-type: none"> • All • Distance Ed Coordinator
Resources Needed	<ul style="list-style-type: none"> • 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 chart provides an overview of some of the factors Technical Review members consider when reviewing course outlines. Faculty members are encouraged to use this handout as a guide when developing course outlines.

BASIC COURSE INFORMATION (CURRICUNET) Includes: College/Discipline/Course Number *Full Course Title *Catalog Description (COR) Class Schedule Description		*Proposed Start Date *Justification for Board Report or Curriculum Inventory Update: Honors Courses Open Entry/Open Exit *Modification Information – Proposed Changes
FULL COURSE TITLE Technical Review Check: <input type="checkbox"/> Does the course title adequately reflect what will be taught given the course content?	General Note: Banner only allows 30 characters to be entered in the system.	
CATALOG COURSE DESCRIPTION (COR) Technical Review Check: <input type="checkbox"/> Does the catalog description fully reflect what will be covered in the course content?	General Note: 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	

<input type="checkbox"/> Does the catalog description provide a global description of what will be covered in the course?	must approve the course as UC transferable before we can indicate this in our COR's.
<p>PROPOSED START DATE:</p> <input type="checkbox"/> Does the proposed start date meet the established deadlines as noted in the Curriculum Committee calendar?	<p>General Note: The Curriculum Committee calendar includes notes about the semester in which a course can first be offered (ie. CSU GE, IGETC, schedule deadlines, etc.). Please review the CC calendar to determine the appropriate effective term for your course.</p>
<p>JUSTIFICATION FOR BOARD REPORT OR CURRICULUM INVENTORY UPDATE</p> <input type="checkbox"/> Does the justification include a reasonable explanation of the need to offer the course and how the course will fit with the overall curriculum offered by the division and/or college (i.e. Associate Degree, Certificate, Transfer, CTE program)?	<p>General Note: Required for both new course proposals and course modifications. This is <u>not</u> a restatement of the course description.</p>
<p>MODIFICATION INFORMATION</p> <input type="checkbox"/> Has the faculty checked off the boxes for all the modifications made to the course?	<p>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.</p>
<p>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 SMCCCD? Added Similar Courses</p>	
<input type="checkbox"/> Faculty members should review their division/discipline curriculum to determine how to best answer this question. In writing new curriculum, faculty should always be aware of how their course would be applied to their discipline/division.	<p>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 in order 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 (ie. 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.</p>

MATERIALS FEE (CURRICUNET)	
Fee required? <input type="checkbox"/>	If there is a fee, the amount must be specified and a justification provided.
STUDENT LEARNING OUTCOMES (CURRICUNET / COR)	
Student Learning Outcomes Technical Review Check: <ul style="list-style-type: none"> <input type="checkbox"/> 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) <input type="checkbox"/> Does the SLO state what the student will learn after completing this course? <input type="checkbox"/> Is the SLO overarching – reflecting an overall perspective of what will be assessed? <input type="checkbox"/> Does the course content support the SLO? 	General Notes: <ul style="list-style-type: none"> ✓ A change in SLOs requires the resubmission of a course to the CSU's/UC's for review. ✓ A change in SLOs requires the faculty member to submit a course modification through CurricUNET.
COURSE OBJECTIVES (CURRICUNET /COR)	
<ul style="list-style-type: none"> <input type="checkbox"/> Are the course objectives supported by the course content? <input type="checkbox"/> Are the course objectives written in a way in which they show what the <i>instructor</i> will be teaching within the course? 	General Note: For the non-discipline technical reviewer, sometimes it is not always clear whether what is specified in the course objectives is truly addressed in the course content.
COURSE LECTURE CONTENT (CURRICUNET / COR)	
<ul style="list-style-type: none"> <input type="checkbox"/> Did the faculty include topics with supporting sub-headings? <input type="checkbox"/> Did the faculty include enough information in this area to support the unit value of the course? <input type="checkbox"/> Is enough information presented so 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 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)	
<ul style="list-style-type: none"> <input type="checkbox"/> Does the course lab content support learning specified in the course lecture content? <input type="checkbox"/> Does the course lab content support the student meeting the course outcomes and objectives? 	
TBA HOURS CONTENT (CURRICUNET / COR)	
<input type="checkbox"/> Did the faculty member indicate the work students will be expected to complete during the TBA hours?	
REPRESENTATIVE INSTRUCTIONAL METHODS (CURRICUNET / COR)	
*Methods *Other Methods	
<input type="checkbox"/> Do the proposed methods of instruction allow the course outcomes and objectives to be met?	

<ul style="list-style-type: none"> <input type="checkbox"/> Do the proposed methods of instruction allow for flexibility in teaching method (allowing for and considering differences in student learning)? <input type="checkbox"/> 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? 	
<p>REPRESENTATIVE ASSIGNMENTS (CURRICUNET /COR) *Writing Assignments *Reading Assignments *Other Outside Assignments</p>	
<ul style="list-style-type: none"> <input type="checkbox"/> Do the representative assignments allow students to meet the course outcomes and objectives? <input type="checkbox"/> 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”? <input type="checkbox"/> 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.”) <input type="checkbox"/> Is there some indication of extent and frequency of the assignments? 	<p>General Note: “Title 5 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”. <i>The Course Outline of Record: A Curriculum Reference Guide, 2008, pg. 37</i>)</p>
<p>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.</p>	
<ul style="list-style-type: none"> <input type="checkbox"/> Do the representative methods of evaluation measure student achievement of course outcomes and objectives? <input type="checkbox"/> Do the representative methods of evaluation show an integration between the stated outcomes and objectives and the methods of instruction? <input type="checkbox"/> Do the representative methods of evaluation consider different student learning modalities? <input type="checkbox"/> Are “specific types or examples” of appropriate methods of evaluation provided? 	
<p>REPRESENTATIVE TEXTS (CURRICUNET / COR) Formatting Style – APA or MLA Textbooks, Manuals, Periodicals, Software, Other</p>	

Technical Review Check:

- Is at least one course textbook less than 7 years old?
- For science courses, is there a lab manual/book included?
- Is the textbook appropriate for the course?
- If no textbook will be used, how will the course content be taught (instructor generated handouts, etc.)? Can the course be taught effectively without textbooks?

General Notes:

- ✓ The currency of textbooks is important. Some courses may use fiction or seminal texts that are recognized as standard bearers or classics. However, for the purposes of transferability and C-ID, at least one textbook should have a publication date within 7 years of the COR approval date (with the exception of fiction and classic texts). (Per Guiding Notes for CSU GE Reviewers, November 2016, p. 8.)
- ✓ Changes in textbooks require resubmission of COR to ASSIST/notification and to CSU's & UC's.

Common Error(s)/Concerns:

- Leaving year and/or publisher out of textbook citation.
- Including a textbook that is not appropriate for the course.
- 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.

DEGREE/CERTIFICATE APPLICABILITY (CURRICUNET)

Designation: Degree Credit, Non-Degree Credit, Non-Credit, Basic skills
 Proposed for: AA-T/AS-T, AA/AS Degree, Certificate/Skill Award
 Course Designation Text – Are there degrees/certificates to which this course applies?

- State the correct, formal title of the degree or certificate in the "Course Designation Text" box.
- State in the "Course Designation Text" box if the course is a required course or an elective. This should be indicated for the degree, certificate, or both.

TRANSFERABILITY/GE (CURRICUNET)

For CSU transferable courses:
 Does the course meet the definition of a "CSU Baccalaureate course"?

For UC transfer:
 Does the course meet the criteria for submission to the UC-TCA?

For submission to CSU GE or IGETC:
 Does the course meet the requirements for submission as a GE course (based on course discipline)?

For courses being applied to General Education:
 Does the course meet the GE definition (by area)?
 Is the course currently approved as a CSU GE course?

General Note:

Prior to submitting your course to the Curriculum Committee for CSU GE or UC transferability, please contact the Articulation Officer to determine:

- Does the course meet the definition of a "CSU Baccalaureate course" (if this is not already clear to you)?
- Is there an approved C-ID descriptor by which the course needs to be reviewed?
- 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.

1C. Statutory, Regulatory and Accreditation Standards

NOTE: The information below is taken primarily from the website of the ASCCC Curriculum Committee (<http://www.ccccurriculum.net/>).

California Education Code

California Community Colleges must comply with Education Code, Title 5, accreditation standards, as well as locally developed board policies. Understanding the required components of compliance helps curriculum committees effectively complete tasks and plan for the future, and separating the local policy from state or accrediting commission mandates reduces stress over how to keep the curriculum development process moving smoothly.

[CALIFORNIA EDUCATION CODE: These laws are a result of legislation--and can be modified only by subsequent legislative action.](#)

The California Legislature establishes law regarding community colleges, and the laws are contained in the Education Code. These laws are a result of legislation--and can be modified only by subsequent legislative action. They appear in their full text, including the intent language of the original author(s), on the legislature's [website](#). To use the online search of the Education Code, note that the sections dealing with community colleges begin with Title 3, Division 7, Part 43 (section 70900). The Education Code supersedes Title 5 regulations where details for implementation are found. Curriculum committees may need references to the

Title 5

Education Code to ensure compliance, however Title 5 is probably more useful and explicit about expectations for colleges.

(NOTE: Title 5 is generally understood as interpreting the Education Code.)

[TITLE 5: Policies and regulations of the Board of Governors, and their interpretations and strategies for implementation of the Education Code.](#)

California law for community colleges is explained and further detailed in the [California Code of Regulations](#) which has a section or title devoted to community colleges identified by number – Title 5. In order to successfully navigate the online search for regulations about California community colleges, enter the number “5” where the prompt asks for the “Title.” If the section of interest is already known, type it in, or search for sections of interest using the search function.

Title 5 regulations are the working understanding of Education Code mandates established by the California Legislature. Education Code supersedes Title 5 regulations. The California Community College’s Board of Governors is responsible for approving Title 5 regulations, and the California Community Colleges Chancellor’s Office (CCCCO) is responsible for implementation and compliance.

These Title 5 regulations have the force of law, though they can be modified by action of the Board of Governors without legislative intervention. In addition, the Board of Governors enacts "Standing Rules" that instruct the Chancellor's Office on how to carry out its functions.

To make changes to Title 5, constituent groups within the California community colleges may propose edits, additions or deletions to the CCCCCO. The Academic Senate for California Community Colleges recommends changes with regard to academic and professional matters, especially curriculum, degrees, student success, prerequisites, minimum qualifications, and other instructional topics where faculty have purview according to Title 5 §53200.

California Community Colleges State Chancellor’s Office (CCCCO)

The California Community Colleges Chancellor’s Office (CCCCO) Division of [Academic Affairs](#) is responsible for assisting colleges with compliance with Title 5 regulations pertaining to curricular matters. In particular, the Curriculum and Instruction area at the CCCCCO under Academic Affairs provides guidance to curriculum chairs and staff responsible for instructional operations. All questions about compliance to California law or regulation regarding credit and noncredit courses and programs, auditing of courses, community service offerings, and contract education should be directed to the CCCCCO Academic Affairs Division.

In addition, the [Curriculum Inventory](#), which is the repository for all courses and programs offered in California community colleges, can be accessed from the CCCCCO website. More resources for community college curriculum committees and academic senates can be accessed from the CCCC.

Accrediting Commission for Junior and Community Colleges (ACCJC)

Skyline College is accredited by the ACCJC, Western Association of Schools and Colleges, and is subject to the accreditation standards and requirements of that body, several of which pertain to curriculum, student learning outcomes, and instructional programs.

1D. Articulation and Transfer

Articulation agreement

Articulation agreements are formal agreements between two campuses that define how courses taken at one college or university campus can be used to satisfy a subject requirement at another college or university campus. Articulation agreements between community colleges and colleges in the University of California and California State University systems can be found at www.assist.org.

Course Identification Numbering System (CI-D)

NOTE: The information below is taken primarily from the CI-D website <http://www.c-id.net/index.html>

The Course Identification Numbering system, or C-ID, is a mechanism for facilitating articulation of commonly transferred courses between community colleges and universities. C-ID addresses the need for “common course numbers” by providing a mechanism to identify comparable courses. The number is assigned based on a course “descriptor” which was developed by intersegmental discipline faculty. Once descriptors are developed, colleges are

asked to submit their course outlines of record (COR), and CORs that match the descriptor will be granted the C-ID number and will carry the associated articulation.

In short, C-ID is a method for facilitating articulation. It is simultaneously a system of providing a common number to comparable courses and an answer to many challenges facing postsecondary transfer efforts.

CI-D Numbers

The C-ID number is a designation that ties a course to a specific course “descriptor” that was developed by intersegmental discipline faculty and reviewed statewide. Most C-ID numbers identify lower-division transferable courses commonly articulated between the California Community Colleges and universities (including UC, CSU, as well as with many of California's independent colleges and universities). An example of a CI-D number and name is:

CI-D number: HIST 140

CI-D title: United States History from 1865

CI-D Descriptors

A CI-D descriptor is a document that provides minimum requirements of a given course in terms of general course description, prerequisites, corequisites, recommended preparation, course content, lab activities, and course objectives. Once the descriptor for a course has undergone wide discipline review, it is posted for general viewing at <http://www.C-ID.net>. Individual college courses are compared to the minimum requirements set by these descriptors. Any community college course that bears the C-ID number conveys that intersegmental faculty have determined it meets the published course content, rigor, and course objectives as listed in the descriptor. The C-ID descriptor also provides information for ongoing curriculum development and revision of lower division courses.

With the mandate for associate degrees for transfer (AA-T and AS-T degrees) that began in 2011, C-ID took on an additional and critical role: to provide descriptors and numbers for all of the courses in the Transfer Model Curricula (TMC).

[Articulation System Stimulating Interinstitutional Student Transfer \(ASSIST\)](#)

The ASSIST database is a repository of articulated, transferrable courses for all California Community Colleges, CSU, and UC campuses. It displays reports of how course credits earned at one California College or university can be applied when transferred to another, and can be searched by college or major. (Contact the Articulation Officer for help searching a related database called the *ASSIST Information Center*, by keyword or course title.) ASSIST also displays CI-D numbers and titles.

1E. General Education

General Education is an academically rigorous component of the Skyline College curriculum that contributes to student success because it develops intellectual depth, breadth of outlook, and problem-solving skills. The GE Program provides students with a foundation of knowledge, abilities, and experiences so that they can succeed in their discipline majors, transfer, and engage in lifelong learning. Skyline's *Philosophy of General Education* is published in the college catalog.

Through CurricUNET, faculty may propose that their courses be designated in the Skyline GE Areas, the CSU GE pattern, and/or the IGETC pattern either when proposing a new course or through the course modification process. All GE courses are college-level courses, i.e. GE courses are not pre-college basic skills courses.

Skyline College General Education Requirements (19 units)

A candidate for the associate degree must complete 19 units of GE selected from the five areas listed below. Skyline's GE requirements are in alignment with both the CSU and Title 5 GE requirements.

Area A: English Language Communication and Critical Thinking (6 units)

Area A1: Oral Communication

Area A2: Written Communication

Area A3: Critical Thinking

Area B: Scientific Inquiry (4 units)

Area B1: Physical Science

Area B2: Life Science

Area B3: Lab

Area C: Arts and Humanities (3 units)

Area C1: Arts

Area C2: Humanities

Area D: Social Sciences (3 units)

Area E: Lifelong Learning and Self Development (up to 3 units)

(For a complete list of Associate Degree requirements, see the college catalog.)

Skyline College General Education Area Definitions

When a course is proposed as a Skyline GE course, it must meet the definitions and criteria of the relevant general education area, as detailed below:

Area A: English Language Communication and Critical Thinking

Instruction in Area A should emphasize development of the students' written and oral communication and reasoning skills.

Area A1: Oral Communication:

Courses in Area A1 must include faculty-supervised and faculty-evaluated practice in communicating orally in the physical presence of other listeners. Principles of rhetoric must be covered in the class. Guiding questions include:

- Does the course emphasize the development of students' communication and reasoning skills?
- Does the course include faculty-supervised, faculty-evaluated practice in communicating orally in the physical presence of other listeners (not online or recorded)?
- Are rhetorical principles covered?

Area A2: Written Communication

Courses in Area A2 must lead to achievement of "freshman composition" objectives as found in most colleges and universities. The course must provide the framework for students to explore general rhetorical principles and include the expository and the argumentative forms. Emphasis is placed on writing coherent, compelling essays and demonstrating critical thinking skills and the basic elements of building a convincing argument. Must include minimum writing of 6,000 to 8,000 words. Guiding questions include:

- Does the course explore rhetorical principles independent of the application of writing to a specific profession?
- Is there assigned and graded student writing both in class as well as assigned homework?
- Does the course carry an appropriate prerequisite distinguishing it from a basic skills class?
- Do assignments include expository and argumentative forms?

Area A3: Critical Thinking

Courses in Area A3 must include explicit instruction and practice in inductive and deductive reasoning and identification of formal and informal fallacies of language and thought. Courses develop the students' ability to think systematically and identify faulty reasoning such as false analogies, non sequiturs, hasty generalizations, and either-or fallacies. Guiding questions include:

- Does the course include explicit instruction and practice in inductive and deductive reasoning and identification of formal and informal fallacies of language and thought?
- Does the course develop the students' ability to think systematically and identify faulty reasoning such as: hasty generalization, non sequiturs, either-or fallacies, false analogies?

Area B: Scientific Inquiry

Courses in Area B must develop student knowledge of scientific theories, concepts and data about both living and non-living systems. Courses in Area B must emphasize scientific experimental methodology, hypotheses testing, and the power of systematic questioning. The category may include introductory or integrative courses in the areas listed in B1 and B2.

Guiding questions include:

- Does the course help students achieve an understanding and appreciation of scientific principles and the scientific method?
- Does the course help students achieve the “science literacy” expected of educated citizens in any profession?

Area B1: Physical Science

- Courses in this area typically include: astronomy, chemistry, physics, oceanography, physical geography, physics, and meteorology.

Area B2: Life Science

- Courses in this area typically include: biology and some physical anthropology.

Area B3: Lab

- Does the course outline clearly distinguish laboratory activity from lecture (if lab is included in lecture course)?

Area C: Arts and Humanities

Courses in Area C are those which study cultural activities and artistic expressions. Studio and performance classes that develop technique or skills alone don't meet the standards established for this area. Courses encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic and cultural importance. Guiding questions include:

- Will students learn to analyze and appreciate works of philosophical and cultural importance?
- Does the course use canonical or seminal works as pathways to a broader understanding of the human condition?

Courses in this area typically include: Art, drama, literature, music, history, philosophy, languages other than English, and interior design.

Area D: Social Sciences

Students learn from courses in Area D that human, social, political and economic institutions and behavior are inextricably interwoven. Coursework completed shall ensure opportunities for students to develop an understanding of the perspectives and methods of social and behavioral sciences. Issues studied in these courses should be examined in their contemporary, historical, and geographical settings. The course should be taught from a theoretical point of view and focus on core concepts and methods of the discipline. This category may include introductory or integrative survey courses in cultural and social anthropology, cultural geography, economics, history, political science, psychology, sociology, and related disciplines. Guiding questions include:

- Does the course explore the principles, methodologies, value systems or ethics employed in social scientific inquiry?
- Does the course help the student develop an awareness of the method of inquiry used by the social and behavioral sciences?
- Does the course stimulate critical thinking about the ways people act and have acted in response to their societies?
- Does the course emphasize the concept of the discipline on various populations of society?

Courses would include introductory survey courses in economics, history, political science, anthropology, psychology, and education.

Area E: Lifelong Learning & Self Development

This area of study helps equip students for lifelong understanding and development of themselves as physiological, social, and psychological beings. Courses in this area include physical education (including kinesiology and dance), varsity sports, and courses in human behavior, sexuality, nutrition, and mental health.

Non-activity courses in this area should include three kinds of inquiry covering a lifespan of more than just a few years (courses should not focus on one aspect of human life, such as infancy): 1) Sociological: in this context, the relationships between an individual and broader society; 2) Physiological: the human body as an integrated organism with systemic functions such as movement, nutrition, growth, reproduction, and aging; and 3) Psychological: the study of the mental processes that create consciousness, behavior, emotions and intelligence.

CSU General Education Requirements

Area A: English Language Communication and Critical Thinking

- Area A1: Oral Communication
- Area A2: Written Communication
- Area A3: Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

- Area B1: Physical Science
- Area B2: Life Science
- Area B3: Laboratory Activity
- Area B4: Mathematics / Quantitative Reasoning

Area C: Arts and Humanities

- Area C1: Arts
- Area C2: Humanities

Area D: Social Sciences

Area E: Lifelong Learning and Self Development

Intersegmental General Education Transfer Curriculum (IGETC) Requirements

IGETC is a GE pattern that fulfills all lower-division GE requirements at all CSU and most UC campuses/majors. It is also accepted by some private/independent or out of state universities.

Area 1: English Communication

- Area 1A: English Composition
- Area 1B: Critical Thinking
- Area 1C: Oral Communication

Area 2: Mathematical Concepts and Quantitative Reasoning

Area 3: Arts and Humanities

- Area 3A: Arts
- Area 3B: Humanities

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 5A: Physical Science
Area 5B: Biological science
Area 5C: Science Laboratory

Area 6: Language Other than English

U.S. History, Constitution and American Ideals (CSU requirement only)

Section 2: Courses

2A. Types of Courses

NOTE: Entries marked with an * are adapted from the *Program and Course Approval Handbook*, 6th Edition Draft, California Community Colleges Chancellor's Office, Academic Affairs Division, 2016.

Articulated Courses

A course at one college that will fulfill a subject matter requirement at another college. The content of the articulated course has been reviewed by the two institutions who have determined that the courses are comparable. An articulated course will satisfy a specific major preparation or general education requirement at the transfer college.

Baccalaureate Level Courses (CSU)

A 1987 CSU Faculty Senate resolution designated baccalaureate level courses must meet several standards, including “the criterion of having a ‘bridging’ function, helping to move the student from the skills and knowledge expected at entrance toward the competencies expected at graduation.” Baccalaureate courses shall not replicate the skills and knowledge which are college entry expectations.

The CSU criteria for baccalaureate level courses are summarized in three categories: 1) Institutional Issues, 2) Course Expectations, and 3) Pedagogy Employed. According to the criteria described in Course Expectations, if more than 50% of a course's content is based on the application of technical skills rather than on the theoretical and conceptual knowledge that underlie practice, the course is not likely to be baccalaureate level.

See the Appendix for a checklist entitled *Skyline College Criteria for Determining What Constitutes a Baccalaureate Level Course*. This checklist applies to all transferable courses and can be used in both their creation and review.

Banked Courses

A course that has been temporarily deactivated and removed from the catalog until further action is taken. Any existing articulation for the course is preserved while it is banked. See section 2C for how to bank courses.

Cooperative Education Courses (COOP 670 and COOP 671)

Cooperative Education (Coop Ed) courses give students the opportunity to earn elective units of credit for work experience. There are two types of Coop Ed:

- **Occupational Work Experience Education:** supervised employment related to the student's academic major or career goal. The Cooperative Education instructor and the student establish learning objectives related to the student's employment. One unit of credit for each 75 hours worked per semester, with a maximum of four units per

semester, may be earned by students with jobs related to their academic or occupational majors or goals. May be repeated for credit up to 16 units. At Skyline, the occupational work experience course is COOP 670: *Vocational Cooperative Education* (1-4 units).

- **General Work Experience Education:** paid or volunteer work experience intended to assist students in acquiring desirable work habits, attitudes, and career awareness. The work experience does not need to be related to the student's specific educational goals. One unit of credit may be earned for each 75 hours of paid work or 60 hours of volunteer work per semester. At Skyline, the general work experience Coop Ed course is COOP 671: *General Cooperative Education* (1-3 units).

Regulations for Coop Ed are covered in Title 5, beginning with section 55250. For more information on Cooperative Education at Skyline, visit the Cooperative Education webpage on the Skyline College website.

Corequisite Courses

A course that must be taken concurrently with another course (i.e. during the same semester or session).

Cross-Listed Courses

Two separate courses with separate course outlines that are listed by discipline in the schedule and are taught concurrently. For example, *Survey of Chemistry and Physics* is cross-listed as CHEM 114 and PHYS 114.

Degree-Applicable Credit Courses:

A type of credit course that is transcribed in the student's record and can be counted towards transfer, a certificate, or a degree. Such courses must be in accordance with the requirements of Title 5, section 55062. According to that section, the following types of courses are degree applicable:

- All lower division courses accepted toward the baccalaureate degree by UC or CSU.
- Courses accepted for transfer to the UC or CSU systems.
- Courses within a TOP code designated as vocational, which are part of an approved CTE program.
- English composition or reading courses not more than one level below the first transfer level course. ESOL courses are not considered under this definition.
- All math courses above and including Elementary Algebra.
- Credit courses in English or mathematics taught in or on behalf of other departments that are at a level comparable to transferable freshman composition (for English) or comparable to Elementary Algebra (for mathematics). This applies to ESOL as well as all other disciplines. For English and ESL, this means that the course must require students to write several full-length essays for it to be Associate Degree applicable.

The Curriculum Committee approves degree-applicable credit courses based on the following standards established in Title 5, section 55002:

- **Grading policy:** The course culminates in a recorded grade based on standards outlined in Title 5, section 55023. Two key components that must be addressed as part of local approval are that the COR bases grades on:
 - * Demonstrated proficiency in the subject matter, and
 - * The ability to demonstrate proficiency, in part, through essays, problem solving exercises, or skills demonstrations, as deemed appropriate by the Curriculum Committee.
- **Units:** Units of credit are based on a relationship between the number of hours (typically expressed in terms of hours of lecture and/or hours of lab) and the number of units. Title 5, section 55002.5 provides details on calculating units, including this general principle:
 - * Each unit of credit represents a minimum of three hours of study, including class time per week, over the length of the term used by the college.
- **Intensity:** The course must be designed with sufficient scope and rigor to require students to spend additional, independent study time beyond class hours. (The calculation of units is based on total student learning hours, i.e. hours spent both inside and outside of class.) The COR should provide sufficient scope and rigor to account for outside-of-class hours.
[Title 5, section 55002(a)(2)(C)]
- **Prerequisite and Co-requisites:** Local curriculum approval includes an assessment of entry skills that may be necessary for students to successfully complete the course, but that are not covered in the course. When the college and/or curriculum committee determines, based on a review of the COR, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or corequisites. [Title 5, section 55002(a)(2)(D)]
- **Basic Skills Requirements:** If success in the course is dependent upon communication or computation skills, then the course shall require as prerequisites or corequisites eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively. [Title 5, section 55002(a)(2)(E)]
- **Difficulty:** The course calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at the college level. [Title 5, section 55002(a)(2)(F)]
- **Level:** The course requires learning skills and a vocabulary that the curriculum committee deems appropriate for a college course. [Title 5, section 55002(a)(2)(G)]

Deleted Courses

A course that have been removed from the catalog and from any associated programs in which the course had been included. Deleting a course will remove all course articulations. See section 2C for how to delete courses.

Distance Education (DE) Courses

Instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. DE courses are covered by Title 5, which specifies that course quality standards apply to distance education in the same manner as for traditional face-to-face courses. Distance education courses undergo a required separate review process to ensure that they are taught to the Course Outline of Record, include regular and effective instructor-student contact, and achieve the same objectives and outcomes as the face-to-face modality. Distance Education courses and instructors are subject to the standard practices, procedures, criteria and oversight which have been established for traditional face to face courses at Skyline College.

There are three types of DE courses:

- **Online course:** A course where the instructor and student are separated by distance for the entire course and interact exclusively (100%) through the assistance of communication technology. The course is conducted through a class website, which may include multimedia material and links to other online resources. Students interact with the instructor and other students through posted class discussions, direct individual communication and assignments (which may include group work). Instructors require no mandatory on-campus meetings. If an instructor wishes to incorporate on-campus meetings into the course, the instructor must also provide for alternative distance education means of student participation.
- **Hybrid course:** A course that substitutes 51% to 99% of face-to-face instructional hours with online work. The course may have some regularly scheduled on-campus meetings without alternative distance education means of student participation.
- **Web-assisted course:** A course that is designed to include a certain number of instructional contact hours (but less than 51%) through distance education, including TBA. This course must undergo a separate approval process by the curriculum committee, just as online and hybrid courses do.

In contrast to DE courses, **face-to-face courses** do not replace any instructional time with distance education modes. However, course materials may be made available to students at least in part online, and learning support and office hours may be provided at least in part online.

The Skyline College Center for Transformative Teaching and Learning (CTTL) provides services, facilities, and resources for faculty developing Distanced Education curriculum. Please consult the CTTL website (<http://skylinectl.org/>) and the Distance Education Faculty Handbook (<http://www.skylinecollege.edu/curriculumcommittee/DEhandbookskylinefeb2013.pdf>) for more information.

Elective Courses

Additional courses a student completes beyond general education and major requirements in order to achieve enough units for graduation or transfer. The number varies greatly among majors, and depends on the number of courses already completed.

Experimental Courses (680 and 880)

One type of stand-alone credit course is the experimental course. In general, this is a course for which full information on some approval criterion, such as feasibility or need, cannot be determined until the course is first offered on a trial basis. Reasons for offering an experimental course include:

- The appeal or need for a course is unknown, and the only way to ascertain potential enrollment is to offer the course on a pilot basis.
- New curriculum to meet business or community educational needs must be developed quickly.
- A department wants to “test the waters” with a new direction in curriculum.
- Assessing an experimental or new approach to instruction, such as collaborative instruction or service learning.

Departments use the course numbers 680 or 880 to offer a course on an experimental basis before proposing its adoption into the departmental curriculum with a regular course number. Experimental courses are submitted to the Curriculum Committee as new course proposals on CurricUNET. Given below are the differences between 680 and 880 courses:

- **680 Courses (degree/certificate applicable as electives, transferable):** Experimental courses that are intended for transfer should use the number 680. CSU accepts courses numbered 680 as elective credit for transferring students. Some campuses of the University of California may, at their option, accept Skyline courses numbered 680. Courses with a 680 number are also degree applicable for AA or AS degrees as electives and, therefore, must meet Title 5 regulations for degree-applicable courses. It is essential that experimental courses maintain the same standards and rigor as established curriculum. Experimental courses are not applicable to general education requirements or program major requirements for associate degrees or certificates. All CSU transferable experimental courses must meet the proposal submission deadline indicated on the Curriculum Committee calendar.
- **880 Courses (non-degree/non-certificate applicable, non-transferable):** Experimental courses numbered 880 are non-transferable and not applicable to the associate degree. However, 880's must meet Title 5 requirements for nondegree-applicable courses.

NOTE:

- **Semester limits on experimental courses:** Courses using a 680 or 880 number may be offered no more than three terms. Moreover, after an experimental course has been offered more than once in the same year, it must be submitted to the Curriculum

Committee for approval as a regular course, or Skyline must discontinue offering the course as experimental.

- **Making an Experimental Course a Regular Offering:** If a department wants to offer the course on an ongoing basis, a regular department/course number must be assigned. Faculty must work with his/her Dean and the Instruction Office to determine the regular course number. The Instruction Office will then “clone” (i.e. create a copy of) the experimental course and assign it a new course number. Faculty must then make all necessary additions and modifications on CurricUNET so that the new course is complete. Finally, the new, ongoing course must be approved by the Curriculum Committee.
- **Not listed in catalog:** Experimental courses are not listed in the college catalog until the decision is made (and approved by the Curriculum Committee) to make it an ongoing offering.

General Education Courses

Also referred to as breadth requirements. These are patterns of courses that a particular college or university requires for graduation (typically including English, history, arts, math and science, social science, literature and language) in addition to the courses required by the major. Skyline’s GE pattern is in alignment with the CSU GE-Breadth pattern.

Honors Courses

Special sections of regular courses, or in some cases, special 1--3 unit seminars in a particular discipline, designed to facilitate transfer and prepare students to succeed in a university setting. Honors courses typically offer more interaction with faculty and fellow students in a seminar-type environment in which more time is spent on higher-level materials and assignments and less time, if any, spent on basic skills.

Honors courses are different, not necessarily harder. Topics covered are the same; the difference is in the teaching and learning experience. For example, in an honors course, students should expect more reliance on primary sources. The materials may be covered in greater depth.

Emphasis is placed on skills needed at the university level, such as written analysis, critical thinking, research, and collaborative learning. Honors courses incorporate a multi-cultural perspective, and occasionally, a multi-discipline approach to teaching and learning. In addition, students experience a more interactive learning environment, such as discussions, seminars, oral presentations, and in-class workshops.

Faculty creating an honors course should consult with the Honors Transfer Program Coordinator before completing the HONORS CONTENT and HONORS ADDENDUM screens on CurricUNET. Courses with an honors addendum undergo a separate review process by the Curriculum Committee.

For more information, visit the Honors Transfer Program webpage on the Skyline College website, from which this information was adapted.

Independent Study Courses (695)

Courses that offer one-on-one instruction to achieve some specific goals beyond the current scope of existing courses. Such courses must have clear rules about faculty and student activities and interaction. Designed for students who are interested in furthering their knowledge via self-paced, individualized, directed instruction provided in selected areas to be arranged with the instructor and approved by the division Dean using the *Independent Study Learning Contract*. Varying modes of instruction can be used -- lab, 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. Complete directions for enrolling and supervising an independent study student, and the *Learning Contract*, are found at the Curriculum Committee website.

Course outlines for 695 courses are based on a generic outline format for Independent Study applicable to all disciplines. This standardization is done to ensure securing a control number from the state's Curriculum Inventory and for articulation. Therefore, the following segments of the COR are the same for all 695 courses and cannot be changed by course originators: Units/Hours, Method of Grading, Recommended Preparation, and Catalog Description.

However, the following segments of the COR can be customized to the discipline (if appropriate): Specific Instructional Objectives, Representative Methods of Instruction, Representative Assignments, and Representative Methods of Evaluation. Also, faculty must complete the "Justification for Board Report" field on the BASIC COURSE INFORMATION CurricUNET screen.

Internship Courses (670's)

A course which gives students the opportunity to apply their skills and knowledge through an on-site supervised work experience in a setting pertaining to their major. Internships typically vary from 1 to 4 units (60 hours of volunteer work or 75 hours paid work per semester for each unit of credit). Faculty wishing to create an internship course for their program must contact the Instruction Office for a course number. Examples of internship courses at Skyline include ADMJ 670: *Criminal Justice Internship*, HTM. 672: *Hospitality and Tourism Internship*, and LEGL 671: *Paralegal Internship*. (See also **Cooperative Education Courses**.)

Leveled Courses

Active participatory courses in physical education, visual arts, or the performing arts that are related to one another in content. (Courses are related in content when the courses have similar primary educational activities and different skill levels, and are separated into distinct courses.) These courses are grouped into "families" of courses. Each course in the family represents a different skill level with different course outlines, course content, and SLOs for each level. Students are permitted to enroll in no more than four semesters of the courses that are related in content, i.e. per family of classes.

Examples:

MUS. 301: Piano I
MUS. 302: Piano II
MUS. 303: Piano III
MUS. 304: Piano IV

FITN 314.1: Backpacking For Fitness I
FITN 314.2: Backpacking For Fitness II
FITN 314.3: Backpacking For Fitness III
FITN 314.4: Backpacking For Fitness IV

Lower Division Courses

Generally understood as courses taken during the first two years of a four-year degree. Community college degree-applicable courses are generally considered lower division courses.

Major Preparation Courses

Lower division (freshman/sophomore) courses taken at the community college in preparation for the major a student has applied for at the four-year university. Completing these “major prep” or “support for the major” courses increase a student’s chances of acceptance into competitive majors.

Non Degree-Applicable Credit Courses

An additional type of stand-alone course. The category of non degree-applicable credit courses was created by regulatory amendments adopted by the Board of Governors in 1986 and includes the following types of courses:

1. Basic skills courses as defined in Title 5, §55000(j).
2. Courses designed to prepare students to succeed in degree-applicable credit courses that integrate basic skills instruction throughout and assign grades partly upon demonstrated mastery of those skills.
3. Pre-collegiate CTE (Career Technical Education) preparation courses designed to provide foundation skills for students preparing for entry into degree-applicable CTE courses or programs.

Title 5, section 55002(b), requires that non degree-applicable credit courses be approved by the college curriculum committee and district governing board. These courses must provide instruction in critical thinking, prepare students to study independently outside of class, and include reading and writing assignments. However, the course materials and level of difficulty do not have to be at the college level.

The college curriculum committee is responsible for recommending approval of non degree-applicable credit courses based on standards specified in Title 5, section 55002(b):

- **Grading policy:** same as for degree-applicable credit courses.
- **Units:** same as for degree-applicable credit courses.
- **Intensity:** same as for degree-applicable credit courses, with the additional requirement

that the course must demonstrate scope and intensity that prepares students – either through completion of this course or a required sequence of courses linked to this course – for degree-applicable work.

- **Prerequisites and Co-requisites:** Title 5 allows a college to require pre or co-requisites for non degree-applicable courses. Non degree-applicable courses must follow the standards, criteria, and approval process for pre-requisites and co-requisites outlined in Title 5, section 55003.

Pre-requisite Courses

A course that must be completed with a C grade or better in order for a student to advance to another course. Prerequisite courses provide the skills and knowledge essential to success in the course for which it is required. A student can challenge a prerequisite if s/he feels it has already been met.

Courses that are in an approved program. A course is considered to be part of an approved program when:

It is a required course for a degree or certificate in a program approved by the Chancellor's Office.

It is on a list of restricted electives for a degree or certificate from which students are required to choose to achieve a degree or certificate in a program approved by the Chancellor's Office.

It is part of an approved general education pattern (i.e. IGETC, CSU-GE, or a local pattern conforming to Title 5).

A course is not considered part of an approved program when it is only required for a certificate that has been approved locally, but not by the Chancellor's Office – such as a certificate requiring fewer than 18 semester units.

Repeatable and Non-repeatable Courses:

The general rule is that a student is not permitted to enroll again in a credit course if the student received a satisfactory grade on the previous enrollment. Thus, most courses are non-repeatable for credit. One exception to this general rule are courses properly designated as repeatable. Under Title 5, only three types of courses are repeatable:

1. Intercollegiate athletics.
2. Intercollegiate academic or vocational competition.
3. Courses for which repetition is necessary to meet the major requirement of California State University (CSU) or University of California (UC) for completion of a bachelor's degree.

Selected Topics Courses (665 and 667 Courses)

Another type of stand-alone course is the selected topics course, which is a course that “employs a consistent disciplinary framework, but for which the specific focus may change from term to term” (*PCAH*, 6th ed draft, p. 28). An example would be a course entitled “Selected Topics in International Relations,” in which the course content would be different each semester the course is offered. However, if a particular topic is addressed regularly, it must be approved as a regular course.

In order to offer a specific Selected Topics Course in a department, the parent “Selected Topics in [Department Name]” course must exist and/or be created in CurricUNET and published in the catalog (e.g. “COMP 665: Selected Topics in Computer Science”). Each specific Selected Topics course must be entered in CurricUNET with a five-digit course number (e.g., COMP 665S_) and a separate, unique course outline. Specific selected topics courses are not listed in the catalog.

All CSU transferable selected topics courses must meet the proposal submission deadline indicated on the Curriculum Committee calendar.

Sequential Courses

In a degree or certificate program, a sequential course follows a previous course in chronological or logical order. Examples:

MUS. 105: Music Theory I

MUS. 106: Music Theory II

PHYS 250: Physics with Calculus I

PHYS 260: Physics with Calculus II

PHYS 270: Physics with Calculus III

Stand-Alone Credit Courses

When a credit course is not part of an approved program, it is “not degree-applicable,” and is therefore 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 units that has not been approved by the Chancellor’s Office as a Certificate of Achievement. Stand-alone courses must be submitted to the Chancellor’s Office for review and approval. The CORs for all types of stand-alone courses must have all the required elements and meet the same standards as other credit courses.

Transferable Courses

Transferable courses are taken at one college and are granted academic credit at another college. When deciding if a course qualifies as a transfer course, the most basic consideration is whether or not a comparable course is offered as preparation for a major or as general education at the lower division at a CSU or UC.

Therefore, if your course is intended for transfer credit, you must use the COMPARABLE TRANSFER COURSES screen on CurricUNET to indicate that a comparable course exists at four-year institution(s). This is necessary to confirm CSU-transferability for the course and for proper articulation. Lower division parallel courses may come only from the CSU or UC systems. For help in determining if your course is transferable, please contact the Skyline Articulation Officer.

NOTE: Official information about course transferability and degree applicability is stated in the Skyline College Catalog. Information about course transferability and degree applicability is updated on an annual basis. For the most current information about course transferability,

consult a Skyline College counselor and/or ASSIST, the online transfer information database:
<http://www.assist.org/web-assist/welcome.html>

Transferable Non-Articulated Courses

This refers to a course that will only be used for transfer credit at the transfer college. This type of transferable course does not satisfy any subject requirement and can only be used for unit or elective credit.

Upper Division Courses

Upper-division courses generally have one or more of the following characteristics:

- **In-depth study and focus on theory and methods:** students pursue in-depth study of a discipline's theories and methods, and develop an understanding of the applications and limitations of those theories. Greater emphasis on theory and applying theory to practice.
- **Specialization:** students develop specific intellectual and professional abilities that will enable them to succeed or progress in a particular field or professional practice. Prepares students for Master's degree work.
- **Refinement:** students build upon lower division coursework, applying that knowledge and skill set more discerningly or in more challenging contexts.
- **Preparation:** prerequisites may include general or foundational courses, student class standing, GPA requirements, or admission to a pre-professional program. Thus, majors and minors generally take upper-division courses in their junior and senior years.
- **Bridging function to move students from lower division competency to upper division mastery**
- **An integrative function:** students integrate knowledge and experience gained from earlier studies.
- **Currency:** More currency in the field of study than foundational lower division courses.
- **Practicums, workforce training, and/or apprenticeships**
- **Assignments:**
 - Should require lower division knowledge and apply that knowledge as demonstrated measures of critical thinking through writing, oral communication, and/or computation.
 - Emphasize synthesis, integration, and critical thinking.
 - Rigorous research and writing assignments that require critical thinking.
 - A student self-evaluation component (e.g. portfolios and capstone projects).

- Other types of independent learning projects.
- Case studies featured.
- **The Course Outline of Record:**
 - Higher level SLOs (reflecting greater complexity, depth, breadth, and specialization).
 - More depth in course lecture content.

Adapted from the University of Nevada, Reno; ASCCC Baccalaureate Degree Task Force (*Rostrum*, Sept. 2015); and discussions held at the ASCCC Baccalaureate Degree Meeting (San Diego, May 2015).

Variable Unit Courses

A course in which the units earned by the student varies according to the amount of content covered and work required. Commonly used for internship courses and independent study courses.

2B. Creating New Courses

Preliminary Questions and Guidelines

Faculty are encouraged to develop innovative and engaging curriculum. When determining whether a new course should be proposed, the following questions and guidelines should be considered:

- Is there a genuine student and/or community need for the course? To determine need, faculty might consider asking for data from the PRIE office that may show trends, outlooks, gaps, and patterns in enrollment management. For CTE (Career Technical Education) courses, faculty may want to consult external advisory boards, local employers, or survey the local community and businesses.
- Does the college have adequate resources to support the new course? Adequate resources include qualified instructors, labs, supplies, equipment, technological resources, student services support, and library materials.
- Does the new course support the mission of Skyline College, the college and SMCCCD Strategic Plans, the college *Education Master Plan*, and the overall mission of the California Community College system?
- According to the PCAH, a course must be at the appropriate level for community colleges, i.e. must not be directed at a level beyond the associate degree or the first two years of college (course in pilot Baccalaureate programs are the exception).
- According to the PCAH, a course must address a valid transfer, occupational, basic skills, civic education, or lifelong learning purpose. The course must not be primarily avocational or recreational.

Creating a New Course

When developing new courses and programs, it is essential that faculty consult the Curriculum Committee calendar and adhere to publication and articulation deadlines. The Curriculum Committee reviews all new course proposals.

Faculty create new course proposals using the CurricUNET online system. All new course proposals require faculty to write a Course Outline of Record (COR). Detailed directions for creating a new course proposal on CurricUNET are available at the [CurricUNET](#) page of the Curriculum Committee website. CurricUNET automatically generates MS Word and PDF formats of the COR written by the course originator.

The rest of this section (2B) discusses important aspects of creating new courses.

The Course Outline of Record (COR)

The Course Outline of Record (COR) is a document required for all courses which must fully describe the course and its components as well as meet standards detailed in Title 5, section 55002, as well as other regulatory and accreditation standards. It is the foundation of course development, providing basic course information and structure, and serves as a legal document used for articulation, accreditation, and Program Review purposes. CORs also document subject content, learning outcomes, and learning objectives for any faculty member who may teach the course, thus promoting continuity among course sections.

The COR must be detailed enough so that the Curriculum Committee and outside evaluators will be able to clearly understand its depth, scope, and performance expected from students. It must be detailed enough to guide any instructor planning to teach the course, but general enough so that instructors have the freedom to utilize their own teaching style and respond to student learning needs.

The course content (which includes lecture, lab, and TBA topics) listed in the COR must be covered by all faculty teaching the course, unless those topics are marked as optional or qualified with a statement such as “including but not limited to.” The course content does not prevent faculty from going beyond the topics in the COR, nor does it specify how the topics are taught or how much time is to be spent on each topic. The COR is intended to foster maximum pedagogical freedom cannot mandate points of view or teaching strategy.

A faculty member(s) who creates a COR does not “own” it, i.e. he/she/they do not have intellectual property rights or exclusive use of the document. In fact, since the District uses a shared curriculum management platform (CurricUNET), any COR can be “cloned” by faculty at another college.

The introduction to *The Course Outline of Record: A Curriculum Reference Guide*, (ASCCC, 2008) provides a useful overview of the importance of the COR:

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, 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.

Purpose of the Course Outline

- Serves as the foundation for course planning and development, providing basic course information and structure.
- Serves as the basis for transfer articulation agreements with individual CSU and UC campuses. They are the basis for evaluating the transferability of courses and their equivalence to courses offered at four-year schools.
- Meets accreditation requirements.
- Plays a critical role in Program Review, the process for allocating resources and keeping our curriculum relevant and current.

Standards for the Course Outline, Academic Rigor, and Critical Thinking

- Standards for course outlines appear in Title 5, the PCAH, in intersegmental GE agreements with the CSU and UC systems, and in accreditation standards.
- Course outlines must show evidence of the required degree of academic rigor as specified in Title 5. For degree-applicable credit courses, the key required components are:

Grading Policy 55002(a)2A: The grade is based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.

Intensity 55002(a)2C: The course treats subject matter with a scope and intensity that requires students to study independently outside of class time.

Difficulty 55002(a)2F: The course work calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level.

Level 55002(a)2G: The course requires learning skills and a vocabulary that the curriculum committee deems appropriate for a college course.

- The incorporation of critical thinking must be evident throughout the course outline but especially in the SLOs, Course Content, Instructional Methods, Representative Assignments, and Methods of Evaluation. It must be clear that students are *expected* to

think critically (SLOs), *instructed* in how to do so (Instructional Methods), asked to *practice* critical thinking in outside assignments (Representative Assignments), and are held *accountable* for their performance (Methods of Evaluation).

- The COR is a document with defined legal standing and forms the basis for a contract among the student, instructor and institution which specifies the components of the course which students are guaranteed to receive, as well as the content and level of rigor for which students will be held accountable.

Course Outline vs. Syllabus

- It is important to distinguish between a course outline and a syllabus. A course outline gives the basic components of the course required to be taught by all instructors; whereas a syllabus describes how an individual instructor will teach that course in terms of specific assignments, dates, grading standards, and other rules of conduct required by that instructor. A syllabus can include methods and topics which go beyond the course outline, keeping in mind that all content in the COR must be taught by all who teach the course.
- Whereas a syllabus provides policies and information pertaining to a course as taught by a specific instructor during a specific semester, a COR is a comprehensive document that describes the course from a global perspective, providing the basic components of the course required to be taught by all faculty who may teach the course at any given time.
- When faculty write syllabi for courses, they should consult department or division guidelines, as well as the *Skyline College Syllabus Checklist*, which can be found in the faculty handbook and in the Appendix to this document.

Writing an Integrated Course Outline

- The goal is to write an **integrated** course outline, which means that the course content, methods of instruction and evaluation, and assignments work together and lead to the achievement of the course learning outcomes. The COR is considered integrated and harmonious when each element of the course outline reinforces the other elements.
- Directions for writing the COR (explained by each CurricUNET screen) can be found at the Skyline [Guidelines for Writing the Course Outline of Record](#).
- A model COR can be found in Appendix B of this Handbook.

Inter-campus Communication and Consultation Process

An important preliminary aspect of creating a new course and/or program at Skyline is doing a search on CurricUNET to learn whether or not a similar or equivalent course/program already exists at CSM or Cañada. If so, the faculty originator and Dean will inform the faculty and Dean(s) in the pertinent discipline(s) at our sister college(s) that Skyline is in the process of creating new curriculum. This inter-campus communication is designed to keep faculty at all three campuses informed about curriculum development and allow for feedback.

Proposing New Programs / Curriculum When No Disciplinary or Content Expert is on the Skyline Faculty

Deans submit a memo to the Curriculum Committee whenever new programs and/or departments are being developed and proposed. The memo specifies the name and rationale for the new program or department, along with the program's goals in terms of courses, degrees, and/or certificates to be developed.

However, in situations when disciplinary or content expert is currently on the Skyline faculty, the memo will also contain the following:

1. Name of the **disciplinary/content expert** developing the program/curriculum, along with a description of that person's relevant minimum qualifications as set by the District Academic Senate and District Board of Trustees (which in turn are based on minimum qualifications recommended by the Academic Senate for California Community Colleges and adopted by the state Board of Governors). Since this individual is a specialist with detailed knowledge of the subject matter or discipline, his/her major contribution and responsibility will be to map out the structure, content, scope, and depth of the proposed new program and its curriculum.
2. Name of the Skyline faculty member who will serve as the curriculum originator, working in close collaboration with the disciplinary/content expert, to provide guidance and oversight of the curriculum development process to ensure that programs and courses being developed meet the scope, rigor, and content requirements of college level work, as required by Title 5, Section 55002. The curriculum originator will also work collaboratively (as needed) with any other outside committees, grant organizations, or outside funders who are participating in or involved with the curriculum being developed.

All of the above information shall be provided on a timely basis to the Skyline Academic Senate by the Curriculum Committee Chair.

(Approved by the Curriculum Committee October 1, 2014)

Course Numbering

Contact the Instruction Office for the course number. Course numbers are assigned by the Instruction Office after consultation with the Division Dean. Some numbers are held in reserve for future courses in sequences, while others may already be in use for existing courses not currently listed in the College Catalog (i.e. banked or deleted courses).

New courses with permanent course numbers (as opposed to experimental course numbers, i.e. 680 and 880 courses) must coincide with a new academic year catalog. In other words, new permanent courses can only be first offered as soon as the next fall semester. New permanent courses can never begin their initial appearance in a spring or summer session.

Student Learning Outcomes*

Guidelines for writing Student Learning Outcomes (SLOs) have been developed by the Student Learning Outcomes Advisory Committee (SLOAC), now known as the Institutional

Effectiveness (IE) Committee. For complete information on writing SLOs, go to the IE website and access the *Skyline College SLOAC Framework*.

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

*Adopted from *The Skyline College SLOAC Framework: An Implementation Guide for the Student Learning Outcomes and Assessment Cycle*, Version 3, fall 2013.

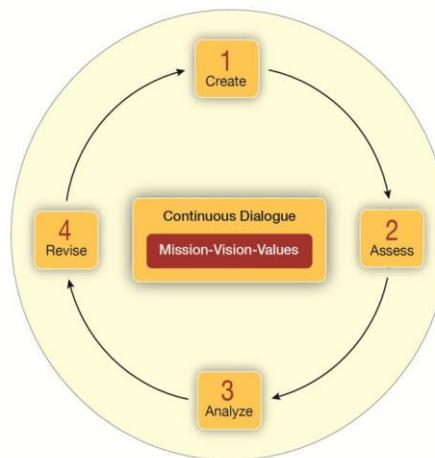
http://www.skylinecollege.edu/sloac/assets/documents/framework_version_three_a.pdf

Skyline aims to improve instruction and learning at all levels, as well as satisfy an important component of accreditation. To this end, the college has developed and implemented a transparent, flexible, and sustainable process to assess learning. As one aspect of transparency, Student Learning Outcomes (SLOs) help clarify the responsibilities of students, faculty and staff. Thus, faculty and staff formulate SLOs at all levels: course, program, and institutional. Furthermore, the ACCJC, our accrediting body, requires that SLOs be included in course syllabi.

SLOs are public, transparent, and communicated to the student. They are part of the COR and the syllabus, and students are reminded of the SLOs throughout the course. The instructor explains to 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.



What are Student Learning Outcomes?

An SLO is a clear statement of what a student will be able to do with what s/he has learned, upon successfully completing a course, program or service. It describes the assessable and measurable knowledge, skills, abilities or attitudes that students should attain by the end of a learning process.

An SLO has three primary characteristics:

- States what a learner will be able to do upon successful completion of a course, program, service, and/or degree or certificate.

- Is expressed using active verbs, and incorporates one or more of the domains of learning (cognitive, psychomotor, or affective).
- Is assessable and measurable.

An individual SLO is formulated using active verbs (such as “analyze,” “compare,” “demonstrate,” “compose,” and “embody”) that often derive from Bloom’s Taxonomy (a classification of educational goals expressed as verbs) or from discipline specific terminology. For example, a Spanish student may “translate” or “interpret”; a computer systems student may “download”; and a music theory student may “compose.” (Bloom’s Taxonomy is available on CurricUNET.)

SLOs for a particular course or program may incorporate any or all of the following three domains of learning that were developed by Bloom to classify intellectual behavior and learning:

- cognitive (knowledge and understanding)
- psychomotor (physical skills and abilities)
- affective (attitudes, behaviors, and values)

Given below is a model SLO for ENGL 100: Composition:

Write focused, coherent, well-developed largely text based essays appropriate to the developmental level organized into effective paragraphs with major and minor supporting details, which support a clear thesis statement, and demonstrate competence in standard English grammar and usage.

Writing SLOs

When writing SLOs, think of the big picture. SLOs:

- Are broad in scope and require higher-level thinking.
- Require students to synthesize many discrete skills or areas of content.
- Ask students to produce something-- papers, projects, portfolios, demonstrations, performances, artwork, exams, etc. -- that applies what they have learned.
- Require faculty to evaluate the product to measure students' achievement or mastery of the outcomes.

Assessing SLOs

Each SLO will be assessed by evaluating appropriate student performances or products (such as exams, essays, projects, portfolios, demonstrations, performances, artwork, etc.). The student performances or products being assessed should display evidence that learning has occurred at a specified level of competency and as a result of completing the course or

program. Criteria and standards—such as rubrics—may to be established to evaluate the quality of student performances or products. Developing appropriate methods of assessment as well as clear evaluative criteria is as important as writing clear SLOs.

SLOs vs. Objectives

One way to understand the distinction between objectives and SLOs is to understand how they relate to each other. Course objectives make explicit what the teacher will provide to enable students to fulfill the SLOs, breaking down the process into manageable stages. Objectives are on a more microscopic level, describing discrete skills, tools, and content. Think of objectives as the building blocks used to produce whatever is used to demonstrate mastery of an SLO.

By contrast, SLOs require students to employ higher-level thinking that integrates the content and activities outlined in the objectives.

In sum:

SLOs: the knowledge, skills, abilities or attitudes that students have attained by the end of the course or program. Articulates major learning goals which require higher-level thinking skills and usually results in overarching product(s) that can be observed as a behavior, attitude, skill, or discrete usable knowledge and can be evaluated against criteria. SLOs answer the question: **What will STUDENTS do to demonstrate competency in the course content? (i.e. STUDENT OUTPUT)**

Objectives: statements (often from 5-15) that tell students what supporting skills, tools, knowledge, and attitudes they will learn during a course. They are specific, detailed, discrete skills (nuts and bolts) that require lower level thinking skills and form the building blocks to achieving SLOs. Objectives answer the question: **What discrete skills, tools, and instruction will the INSTRUCTOR provide so that the student can fulfill the SLOs? (i.e. FACULTY INPUT)**

Model SLOs and Objectives

Given below are model SLOs and objectives for ADMJ 100: Introduction to Administration of Justice:

STUDENT LEARNING OUTCOME(S) (SLO'S):

Upon successful completion of this course, a student will meet the following outcomes:

1. Identify and explain the fundamental aspects of justice administration, including familiarity with the history, development, and structure of the criminal justice system.
2. Compare, contrast, and discuss the functions and roles of the three major components of the criminal justice system, which include law enforcement, courts, and corrections, at the federal and local levels of government.
3. Assess and analyze the criminal justice system's effectiveness in controlling crime by keeping the peace, maintaining order, preventing crime, protecting life and property, and apprehending and punishing law violators.

SPECIFIC INSTRUCTIONAL OBJECTIVES:

1. Study of the history and evolution of the American criminal justice system, to include the two prevalent models for balancing justice in society.
2. Exploration of the basic components of the criminal justice system and their functions, and a discussion of various theories of crime causation.
3. Analysis of the structure, roles, and responsibilities of law enforcement, courts, and corrections.
4. Discussion of Americans' constitutionally-protected rights as they apply to criminal justice.
5. Consideration of the value and necessity of moral and legal standards, ethics, and professionalism in law enforcement, and law enforcement's principles of integrity
6. Examination and evaluation of the role of the police in contemporary American society.

SLO Checklist

- Try to limit your SLOs to no more than three since you'll have to assess all of them.
- Make sure that the SLO can be assessed or tested. For example, be careful when including attitudes in a learning outcome since they are hard to assess.
- Use action verbs. Use Bloom's Taxonomy as a resource to help you address expected level of learning.
- Write the SLO in language that students will understand. SLOs will be included on your syllabus and you will explain them to students. To check for clarity, share the SLO with a colleague not in your field, and see if he/she understands it.
- Make certain SLOs are written as outcomes rather than objectives.
 - SLOs indicate an important overarching concept versus small lessons or discrete objectives.
 - SLOs 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?
 - Do they represent a fundamental result of the course?
 - Are they consistent with the COR? In other words, will the course content (lecture and/or lab content, TBA, course objectives) enable students to achieve the SLOs?
 - If applicable, do they align with other courses in a sequence?
 - Do they represent college-level work?

SLOs for Leveled and Sequential Courses

When creating leveled and/or sequential courses, faculty must follow state guidelines which mandate that "each course must be distinct and have different student learning outcomes for each level or variation" (State Chancellor's Office, [Credit Course Repetition Guidelines](#), 2013,

p. 26). In general, leveled courses are active participatory courses in physical education, visual arts, or performing arts that are related in content. They are sometimes referred to as course “families.” (See the full definitions of leveled and sequential courses in section 2A.)

Hours and Units Calculations

San Mateo County Community College District Hours/Units Language

(Approved by the SMCCCD District Curriculum Committee May 2016)

The Colleges of the San Mateo County Community College District (SMCCCD) have aligned their practice regarding credit hour calculations in accordance with the California Community Colleges Chancellor’s Office *Hours and Units Calculations* document (October 2015).

1. Credit Hour Calculations

Colleges within the San Mateo County Community College District (SMCCCD) follow the standards for credit hour calculations outlined in Title 5 §§55002.5, 55002(a)(2)(B), and 55002(b)(2)(B) and guidelines set forth by the California Community Colleges Chancellor’s Office (CCCCO) for courses not classified as cooperative work experience. As outlined by the CCCCCO in its Hours and Units Calculations Memo (October 2015), the total of all student learning hours for a course (in-class lecture, lab, activity, clinical, TBA + outside-of-class hours) is divided by the hours-per-unit divisor to give the units of credit for a course:

$$\frac{\text{[Total Contact Hours + Outside-of-class Hours]}}{\text{Hours-per-unit Divisor}} = \text{Units of Credit}$$

For colleges in the SMCCCD, the hours-per-unit divisor used in this calculation is 48-54. As a result, a course of a given unit value will have a range of total student learning hours, expressed as a minimum and maximum. The minimum and maximum hours associated with that course will be listed on the Course Outline of Record (COR) (e.g., a 3-unit lecture course will be listed as having a minimum of 48 student learning hours and a maximum of 54 student learning hours per semester). Courses in the SMCCCD are required to remain within the student learning hours range listed on the COR.

For examples of the student learning hours ranges associated with each unit level, please refer to the *Minimum/maximum hours per unit and FLC* chart shown below. This chart is intended to assist faculty in calculating the minimum and maximum semester hours for a course based on units and type of course. Please see the appendix of the current AFT 1493 contract for more information on FLCs.

LECTURE UNITS	FLC's (see note below)	FTE	Minimum Hours (@ 16 hours)	Maximum Hours (@ 18 hours)
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FLC's= Total minimum hours ÷ 16 weeks
(See contract for English Composition Classes)

0.5	0.5	FLC's	0.03	8	to	9	Hours
1.0	1.0	FLC's	0.07	16	to	18	Hours
1.5	1.5	FLC's	0.10	24	to	27	Hours
2.0	2.0	FLC's	0.13	32	to	36	Hours
2.5	2.5	FLC's	0.17	40	to	45	Hours
3.0	3.0	FLC's	0.20	48	to	54	Hours
3.5	3.5	FLC's	0.23	56	to	63	Hours
4.0	4.0	FLC's	0.27	64	to	72	Hours
4.5	4.5	FLC's	0.30	72	to	81	Hours
5.0	5.0	FLC's	0.33	80	to	90	Hours

LAB UNITS	FLC's (see note below)	FTE	Minimum Hours (@ 48 hours)	Maximum Hours (@ 54 hours)
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FLC's= Total minimum hours x FLC's/hour ÷ 16 weeks
**See Faculty Load Credit Allocation, Appendix F of Faculty Contract.

LAB (@.7)							
0.5	1.05	FLC's	0.07	24	to	27	Hours
1.0	2.10	FLC's	0.14	48	to	54	Hours
1.5	3.15	FLC's	0.21	72	to	81	Hours
2.0	4.20	FLC's	0.28	96	to	108	Hours
2.5	5.25	FLC's	0.35	120	to	135	Hours
3.0	6.30	FLC's	0.42	144	to	162	Hours

LAB (@.75) - P.E. ACTIVITY CLASSES							
0.5	1.13	FLC's	0.08	24	to	27	Hours
1.0	2.25	FLC's	0.15	48	to	54	Hours
1.5	3.38	FLC's	0.23	72	to	81	Hours
2.0	4.50	FLC's	0.30	96	to	108	Hours
2.5	5.63	FLC's	0.38	120	to	135	Hours
3.0	6.75	FLC's	0.45	144	to	162	Hours

LAB (@.8)							
0.5	1.20	FLC's	0.08	24	to	27	Hours
1.0	2.40	FLC's	0.16	48	to	54	Hours
1.5	3.60	FLC's	0.24	72	to	81	Hours
2.0	4.80	FLC's	0.32	96	to	108	Hours
2.5	6.00	FLC's	0.40	120	to	135	Hours
3.0	7.20	FLC's	0.48	144	to	162	Hours

2. Instructional Categories

Courses offered at colleges in the SMCCCD fall into two instructional categories: lecture and laboratory. The ratio of in-class to outside-of-class hours per unit of credit for each of these instructional categories is as follows:

Instructional Category	In-class hours/unit	Outside-of-class and/or TBA hours/unit
Lecture	1	2
Laboratory	3	0

Outside-of-class hours can also be offered as To Be Arranged (TBA) hours, and these count toward the total student learning hours for the course.

3. Unit Increments Issued

Colleges within the SMCCCD award units in 0.5-unit increments.

4. Cooperative Work Experience

Colleges in the SMCCCD award units for cooperative work experience according to CCCCO guidelines. 75 hours of paid work or 60 hours of non-paid work is equal to 1 unit of semester credit.

References

California Community Colleges Chancellor's Office (October 2015) *Hours and units calculations*. Retrieved from <http://extranet.cccco.edu/Portals/1/AA/Credit/2015/HoursandUnitsCalculationsforCreditCoursesInstructions.pdf>

Walker, P.D. (October 2015) *Policy change for hours and units calculations for credit courses*. Retrieved from http://extranet.cccco.edu/Portals/1/AA/Credit/2015/AA-26_PolicyChange_HoursandUnitsCalcsCreditCoursesMemo.pdf

Prerequisites, Co-requisites and Recommended Preparation

Definitions

(The first three definitions are taken from [Guidelines for Title 5 Regulations Section 55003: Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation](#), Chancellor's Office, February 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 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.

- **Co-requisites** 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** 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.
(“Advisories to Recommended Preparation” is the language used in Title V. Skyline uses “Recommended Preparation” for clearer language to students.)
- **Sequential Course Prerequisite/Corequisite:** a required course within the same department as the course being proposed.
- **Non-sequential Course Prerequisite:** 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 be a non-sequential course prerequisite.

Justifying and Validating Prerequisites, Corequisites and/or Recommended Preparation

The Curriculum Committee is responsible for reviewing and scrutinizing prerequisites, corequisites, and recommended preparation proposals during the approval process. Faculty are responsible for providing justification and validation for all requests for prerequisites, co-requisites and recommendations, and must consider the following Title 5 requirements when proposing them:

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 be required without content review or statistical validation when they are (1) required by statute or regulation, or (2) part of a lecture-lab course pairing within a discipline, or (3) required by four-year institutions; or (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 of a prerequisite or corequisite;
6. Students have the right to challenge prerequisites. The student challenge process is clearly stated in the SMCCCD Board Policies and Procedures regarding prerequisites and corequisites.

In addition, according to Chancellor's Office guidelines, prerequisites and corequisites can be established only for the following purposes:

- The prerequisite or corequisite is expressly required or authorized by statute or regulation; or
- The prerequisite will assure that a student has the skills, concepts, and/or information that is presupposed in terms of the course or program for which it is being established, such that a student who has not met the prerequisite is highly unlikely to receive a satisfactory grade in the course for which the prerequisite is being established; or
- The corequisite course will assure that a student acquires the necessary skills, concepts, and/or information, such that a student who has not enrolled in the corequisite is highly unlikely to receive a satisfactory grade in the course or program for which the corequisite is being established; or
- The prerequisite or corequisite is necessary to protect the health or safety of a student or the health or safety of others.

Note that simplifying or clarifying the pathway for a student to earn a Certificate or Associates Degree is not an appropriate rationale for adding a prerequisite or corequisite.

Proposing Prerequisites, Corequisites and/or Recommended Preparation

Faculty propose and justify prerequisites, corequisites, and recommendations through CurricUNET by completing the Prerequisite/Corequisite, Recommended Preparation, and/or Content Review screens in CurricUNET.

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:

1. Determine if the prerequisite or corequisite is exempt from Content Review. If one of the following four conditions apply, Content Review is not required:
 - Prerequisite and/or corequisite is required by law or government regulations (Cite the appropriate section of the legal code.)
 - 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.
2. If none of the above exemptions apply, the faculty member must demonstrate that the prerequisite or corequisite is appropriate and necessary for student success in a course

by completing the Content Review screen on CurricUNET. This screen allows you to indicate which learning objectives of the required course are essential to student success in the target course. The goal is to show that the content of the target course clearly builds upon and requires the content of the requisite.

For more information, faculty should consult Board Procedure 6.14.1. 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.

Board Policy 6.14. Course Prerequisites and Other Limitations on Enrollment
https://smccd-public.sharepoint.com/BoardPoliciesandProcedures/6_14.pdf

Board Procedure 6.14.1. Pre-requisites and Co-requisites
https://smccd-public.sharepoint.com/BoardProcedures/6_14.1.pdf

Course Transferability

Prior to submitting a new course proposal to the Curriculum Committee intended to be CSU GE or UC transferable, the course originator must contact the Articulation Officer to determine:

- **For CSU transferable courses:** Does the course meet the definition of a CSU Baccalaureate course? (see criteria in Appendix). The Curriculum Committee may approve a course as suitable for CSU transfer. The course is submitted to CSU for inclusion on their list. Unless the course is challenged by CSU, the course remains on the list.
- **For UC transferable courses:** Does the course meet the criteria for submission to the UC-TCA (Transferable Course Agreements)? A course is not officially transferable to UC until the course is approved by the system-wide office of the University of California. Skyline submits courses for UC review and approval once a year. Normally, a course is not designated as transferable to UC unless there is a comparable course taught at a UC campus.
- **For submission to CSU General Education Breadth Requirement:** Does the course meet the requirements for submission as a GE course (based on course discipline)? Although the Curriculum Committee may approve a course as suitable to meet a CSU GE Breadth Requirement, the course must be submitted for CSU approval.
- **For submission to IGETC:** Although the Curriculum committee may approve a course as suitable for the Intersegmental General Education Transfer Curriculum (IGETC), the course must be submitted for IGETC approval. Before it can be

submitted for IGETC approval, it must be approved as transferable to CSU and UC. Getting a new course on the IGETC list normally takes 1.5 to 2 years.

- 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 there an approved C-ID descriptor by which the course needs to be reviewed?
- Are there comparable courses (offered at the CSU or UC) that should be reviewed prior to creating the course? The review of several course outlines can help determine what elements universities are looking for in their courses, thereby improving the chances of approval as a transferable course.

TBA (To Be Arranged) Hours

TBA Content

TBA hours content must be different from the content listed in lecture and lab.

- TBA content is provided on the CurricUNET TBA HOURS CONTENT screen.
- During TBA hours, there must be some kind of instruction provided and/or activity that is not an activity that should be done independently outside of class time.
- TBA hours content cannot be a list of assignments/homework. It should indicate areas of instruction students will receive (i.e. **TBA hours is not homework**).
- TBA hours cannot be used for homework assistance.
- TBA hours cannot be used for unsupervised activities such as attendance at plays, concerts, museum visits, etc.
- An instructor who meets minimum qualification in the discipline being taught must be physically present in the classroom or lab during TBA hours.
- The number of required TBA hours must be indicated on the CurricUNET UNITS/HOURS screen.
- Students are required to complete the assigned number of TBA hours at predetermined meeting times that are directly supervised by a qualified instructor.
- The course syllabus must state the designated location for the TBA hours.
- Documentation is required to demonstrate that each student has completed the TBA requirement, i.e. accurate attendance and supporting documentation requirements must be met. For weekly census courses, students are required to complete and document TBA hours on a weekly basis. The completion of weekly TBA hours must be documented for each student prior to Census Day. Please consult with your Dean regarding attendance accounting for TBA hours.

NOTE: “During TBA hours, there must be some kind of instruction provided (such as course content) and/or activity that is not an activity that should be done independently outside of class time.... Students must still be required to study independently outside of class time.” (From the *To Be Arranged Hours Compliance Advice Legal Advisory 08-02*)

TBA Assignments

- The COR must indicate TBA content and representative TBA assignments. List representative TBA assignments in the appropriate segment of the CurricUNET REPRESENTATIVE ASSIGNMENTS screen.
- The list of TBA assignments begins with the following required statement: “Under the direct supervision of a qualified instructor, all students will:”
- TBA assignments must be different than the writing, reading, and other outside assignments, and must correspond to the topics listed on the TBA HOURS CONTENT screen.
- The TBA assignments must include a brief description of the assignment and its overall purpose.

Sample List of TBA Assignments:

- **Layout and Production:** Students design and layout one supplement to the newspaper, preparing a special section to be sent to the publisher. They demonstrate working fluency in a variety of software programs, such as Adobe InDesign and Photoshop.
- **Editing/Management:** Student leaders assign and edit all content intended for publication. Student leaders direct and manage staff during all phases of production.
- **Technical assignments designed to improve painting skills specific to the aqueous mediums such as:**
 - Wash techniques
 - Wet in wet painting techniques
 - Dry brush techniques
- Exercises to develop ability to render surface textures and lighting effects.
- Color matching exercises.
- Collaborative assignments involving working on project with other students

Instructional Materials Fees

Fee Amount

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 them from the district/college. However, there are strict limitations on charging a required Materials Fee:

1. Required instructional materials must be of continuing value to students outside of the classroom and shall not be solely or exclusively available from the District. The Chancellor's Office has determined that such materials include, but are not limited to: equipment, tools, clothing, and materials necessary for a student's vocational training and employment.
2. Required instructional materials shall not include materials used or designed primarily for administrative purposes, class management, course management, or supervision.
3. Where instructional materials are available to a student temporarily through a license or access fee, the student shall be provided options at the time of purchase to maintain full access to the instructional materials for varying periods of time ranging from the length of the class up to at least two years.
4. The required instructional materials must be necessary in order for a specific course objective(s) to be met.

NOTE:

- There may be situations when the purchase of the supplies individually by students is not practical, safe, or affordable, and it is therefore better for the District to provide the instructional materials by attaching a Materials Fee to the course. For example, many supplies used in studio art courses (e.g. paint solvent, ceramic glaze, etc.) are best paid for as a Materials Fee, and distributed by the instructor for use in the classroom.
- 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.
- You must specify a fixed amount (not a range) for the Materials Fee. This amount must be spent fully on materials for students in the course during the semester. No other use of the funds is permitted.
- If you need to change a Materials Fee, you must submit a *Modified Course Proposal*.
- Materials Fees are determined by a faculty member in consultation with the Dean. If a fee is required, the Instruction Office will include it in the catalog course description. Students pay the fee when they register.
- The Materials Fee must align with specific course objective(s), and the fee may not be charged unless the material is necessary to assure that students achieve that/those objective(s).
- The fee amount must be specified in the "Fee Amount" field, and a justification provided in the "Fee Justification" field. (For more information, see the help screen for "Fee Justification.")

For additional information regarding Materials Fees, see District Administrative Procedure 8.70.2 *Instructional Materials Fees*.

Fee Justification

Explain what the fee is for and how it will be used by answering the following questions:

1. What does the student get for the fee? What material does the student need?
2. How does this material relate to the required learning objectives of the course? The materials fee must align with a specific course objective and the fee may not be charged unless the material is necessary to assure the student meets that objective.
3. Does the material have continuing value outside the classroom?
4. Is the amount of material the students must supply, or the amount they receive in exchange for the fee, 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? (The emphasis should be on the impracticality of having students purchase the materials individually. The primary reasons are usually cost, use, and safety.) 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 if the material is obtained elsewhere?

General Rules for Course Repeatability

(Taken from the [Credit Course Repetition Guidelines](#), pp. 1-2, State Chancellor's Office, Nov. 2013)

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.... 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. Those exceptions to the general rule are as follows:

- *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.

Beginning January 2013, district policy may designate only three types of courses as repeatable:

1. Intercollegiate athletics.
2. Intercollegiate academic or vocational competition.
3. Courses for which repetition is necessary to meet the major requirement of California State University (CSU) or University of California (UC) for completion of a bachelor's degree.

For additional information on repeatability rules, see District Administrative Procedure 6.17.1: *Course Repetition and Repeatable Courses* (adopted September 2013).

CB Codes and TOP (Taxonomy of Programs) Codes

The CB CODES screen on CurricUNET identifies appropriate values for MIS data elements in the Course Basic Record reported to the Chancellor's Office Management Information Systems (MIS). One of the data entry fields on the CB CODES screen is the TOP code.

The Taxonomy of Programs (TOP) is a system of numerical codes used at the state level to collect and report information on programs and courses that have similar outcomes offered by the 109 California community colleges. The TOP was created in 1979 by the State Chancellor's Office, is used only by California Community Colleges, and serves a variety of purposes at the state level. Although the TOP was designed to aggregate information about programs, it has been extended to courses as well. Each course must be given the TOP code that comes closest to describing the course content. For help selecting the appropriate CB and TOP codes, consult your Dean and/or the Instruction Office.

Upper Division Courses

Faculty creating upper division courses must adhere to guidelines specified in Common Characteristics of Upper Division Courses and the Skyline College Criteria for Determining What Constitutes a Baccalaureate Level Course (see Appendix for both documents).

2C. Modifying, Banking, Deleting, and Reactivating Courses

Modifying Courses

Faculty are responsible for making certain that CurricUNET has accurate and current information about courses and programs. Updating and revising your curriculum is an ongoing, necessary, and crucial aspect of curriculum management.

Revising and/or updating any part of a course outline is known as a “course modification,” and is done through CurricUNET. Since the course outline (COR) is generated by CurricUNET, a course modification automatically updates the COR.

There are many reasons for modifying a course, ranging from revising the catalog course description and lecture content to updating textbooks and assignments. Moreover, all course outlines must be reviewed as part of the Comprehensive Program Review process, which occurs on a 6-year cycle.

- **When submitting a course modification, every CurricUNET screen for the course must be reviewed and updated as necessary, even if the intent is only to change one or a few items regarding the course.** When a course modification is received by the Curriculum Committee, they review every aspect of the course from top to bottom, even if only one change has been made. This level of scrutiny is not intended to be punitive. Instead, this oversight helps ensure that all curriculum information is accurate, current, and meets state regulations and accreditation standards.
- When modifying a course that has a cross-listing (for example, PHYS 114 is cross-listed as CHEM 114), you must make the same modification(s) to the cross-listed course. Each course must be modified and submitted separately on CurricUNET.
- In order for course modifications to be effective for a specific semester, faculty must meet the deadlines noted on the Curriculum Committee calendar.
- Directions for completing and submitting a course modification are found on the Curriculum Committee website.
- Only courses with ACTIVE or BANKED status on CurricUNET can be modified.
- You cannot modify a course that already has a modification pending on CurricUNET.

Banking Courses

An accurate list of course offerings is essential for students’ educational planning, therefore the Curriculum Committee reviews and approves all requests to bank and delete courses.

Banking a course is temporarily deactivating a course, removing it from the catalog until further action is taken. Any existing articulation for the course is preserved while it is banked. If a course has not been offered for two consecutive academic years, the course must either be banked or deleted from the curriculum.

A course will be banked if a Dean (in conjunction with department faculty) submits a request to bank a course and the request is approved by the Curriculum Committee. When a course is banked, it may remain banked for up to two consecutive academic years. During the second year it's in banked status, the Dean and faculty must decide to either offer the course (i.e. reactivate it) within the next academic year, or delete it.

It is often the case, however, that courses in “active” status haven’t been offered in two or more years and faculty are unaware of this or uncertain how to proceed. Therefore, Deans will periodically be sent a list of active courses that haven’t been offered for two or more years. Deans and faculty must decide within the next academic year either to bank or delete the course.

To bank a course:

1. Faculty/Deans must first contact the college Articulation Officer so that he/she may apprise them of any articulation concerns regarding a decision to bank.
2. The Articulation Officer will provide faculty/Deans with an *Articulation Impact Report*.
3. Contact the Curriculum Specialist in the VPI Office and request a *Proposal Impact Report*. This report will specify programs (i.e. degrees and certificates) that will need to be modified as a result of banking a course or courses.

NOTE: Banking courses could impact Skyline programs outside your discipline that include your course(s) in their program. Therefore, the VPI Office will notify faculty/Deans of any programs impacted when another discipline banks courses that are included in other college program(s). All programs impacted by courses banked by other disciplines must submit a *Modified Program Proposal* on CurricUNET in order to keep their program course listings accurate.

4. Submit a memo (in Word format) to the Curriculum Specialist in the VPI Office addressed to the Curriculum Committee. The memo comes jointly from the Dean and the program faculty and includes the following:

- department, course number(s), and course title(s)
- reason(s) for banking the course(s)
- the catalog year in which the banking becomes effective, which is typically the following academic year (e.g. 2018-19 catalog)

Deleting Courses

Deleting a course will remove it 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, it must be re-submitted for articulation.

To delete a course:

1. Faculty/Deans must first contact the college Articulation Officer so that he/she may apprise you of any articulation concerns regarding a decision to delete.
2. The Articulation Officer will provide faculty/Deans with an *Articulation Impact Report*.

3. Contact the Curriculum Specialist in the VPI Office and request a *Proposal Impact Report*. This report will specify programs (i.e. degrees and certificates) that will need to be modified as a result of deleting a course or courses.

NOTE: Deleting courses could impact Skyline programs outside your discipline that include your course(s) in their program. Therefore, the VPI Office will notify faculty/Deans of any programs impacted when another discipline deletes courses that are included in other college program(s). All programs impacted by courses deleted by other disciplines must submit a *Modified Program Proposal* on CurricUNET in order to keep their program course listings accurate.

4. Submit a memo (in Word format) to the Curriculum Specialist in the VPI Office addressed to the Curriculum Committee. The memo comes jointly from the division Dean and the program faculty and includes the following:

- department, course number(s), and course title(s)
- reason(s) for deleting the course(s)
- the catalog year in which the deletion becomes effective, which is typically the following academic year (e.g. 2018-19 catalog)

Impact of Course Banking and Deletion

- Banking and deleting courses could impact articulation agreements. Therefore, please consult with the college Articulation Officer before banking or deleting any course.
- Banking and deleting courses could alter certificates and degrees in your discipline. If so, faculty must complete a program modification for all impacted programs in your discipline on CurricUNET (see section 3C: Modifying Programs).
- Banking and deleting courses could impact Skyline programs outside your discipline that include your course(s) in their program. Therefore, the Office of Instruction will notify faculty/Deans of any programs impacted when another discipline banks or deletes courses that are included in other college program(s). All programs impacted by courses banked or deleted by other disciplines must submit a *Modified Program Proposal* on CurricUNET in order to keep their program course listings accurate (see section 3C: Modifying Programs).

Reactivating Courses

To reactivate a course that has been banked:

A faculty member submits a *Modified Course Proposal* in CurricUNET. (A memo to the Curriculum Committee is not necessary.)

NOTE: A course reactivated from banked status will have an effective date of the fall semester of the following academic year, which assures that a reactivated course is appropriately documented in the catalog. This is especially important for the purposes of articulation and transfer.

To reactivate a course that has been deleted:

A faculty member must create the course anew, and submit a *New Course Proposal* on CurricUNET.

Section 3: Certificates, Degrees and Programs

3A: Types of Certificates and Degrees

Certificates

Skyline offers three types of certificates in specified occupational fields:

- **Certificate of Achievement:** generally 12 to 30 semester units. These certificates are posted to a student's transcript.
- **Certificate of Specialization:** generally 12 to 17.5 semester units. These certificates are not posted to a student's transcript.
- **Skills or Career Certificate:** fewer than 12 units. These certificates are not posted to a student's transcript.

Associate Degrees

There are four types of associate degrees in the California Community College system:

- **Associate of Arts (A.A.)**
- **Associate of Science (A.S.)**
- **Associate in Science for Transfer (A.S.-T)** : for STEM and CTE programs
- **Associate in Arts for Transfer (A.A.-T)** : for all other programs

Associate Degree for Transfer (ADT) *

Beginning in Fall 2011, California community colleges were required by Senate Bill 1440 (Padilla, 2010) and California Education Code section 66746(a) to develop and offer "Associate Degrees for Transfer" (ADT) that require students to meet 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.

The benefits for students completing ADTs include:

- Guaranteed admission with junior status to any community college student who meets all of the requirements for the ADT. CSU is required to grant priority admission for a student with an ADT “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.” (Education Code section 66747)
- The ADT 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 (Education Code section 66748).
- The CSU is prohibited by Education Code section 66748(c) from requiring a transferring student with an ADT to repeat courses that are similar to those taken at the community college that counted toward the ADT.

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.

ADTs must be approved by the State Chancellor’s Office.

Transfer Model Curriculum (TMC)*

The ASCCC, in collaboration with the CSU Academic Senate, have developed Transfer Model Curriculum (TMC) for certain majors for students who transfer from a California community college to CSU. Each TMC represents a structure developed by community college and CSU faculty for establishing the major components of a California community college ADT. According to Title 5, section 55063, and Education Code, section 66746, the associate degree must include a major or area of emphasis consisting of a minimum of 18 semester units.

TMCs were developed as a means of facilitating a statewide response to the mandate that all California community colleges offer ADTs. Draft TMCs are developed by intersegmental faculty in the discipline and made available for vetting at www.c-id.net. Once a TMC template is finalized, community college faculty have the option of developing degrees that align with the TMC. Approved TMC templates are located on the Chancellor’s Office Academic Affairs Division (www.cccco.edu/aad) website under “Templates for Approved Transfer Model Curriculum.”

* Text adapted from the State Chancellor’s Office.

3B. Creating New Certificates, Degrees, and Programs

Program Definition

An instructional program is an organized sequence of courses leading to a defined objective, a degree, a certificate, or transfer to another institution of higher education (SMCCCD Board Policy 6.13).

Preliminary Questions and Guidelines

Faculty are encouraged to develop innovative, vibrant and engaging curriculum. When determining whether a new program should be proposed, the following questions and guidelines should be considered:

- Is there a genuine student and/or community educational need for the program? To determine need, faculty might consider asking for data from the PRIE office that may show trends, outlooks, gaps, and patterns in enrollment management. For CTE (Career Technical Education) programs, faculty may want to consult external advisory boards, local employers, or survey the local community and businesses.
- Does the college have adequate resources to support the new program? Adequate resources include qualified instructors, labs, supplies, equipment, technological resources, student services support, and library materials.
- Does the new program support the mission of Skyline College, the college and SMCCD Strategic Plans, the college *Education Master Plan*, and the overall mission of the California Community College system?
- According to the PCAH, a program must be at the appropriate level for community colleges, i.e. must not be directed at a level beyond the associate degree or the first two years of college (pilot Baccalaureate programs are the exception).
- According to the PCAH, a program must address a valid transfer, occupational, basic skills, civic education, or lifelong learning purpose. The program must not be primarily avocational or recreational.

Creating a New Program

When developing a new program, it is essential that faculty consult the Curriculum Committee calendar and adhere to publication and articulation deadlines.

Faculty create new program proposals using the CurricUNET online system. A program proposal requires a justification and description of the program, career opportunities, program learning outcomes, and a list of required and elective courses to complete the program.

Detailed directions for creating a new program proposals on CurricUNET are available at the [CurricUNET](#) page of the Curriculum Committee website.

The Curriculum Committee reviews all new program proposals, whether they are degrees or certificates. After approval by the Curriculum Committee, new programs are submitted for approval to the SMCCCD Board of Trustees. After their approval, the new program is formally submitted to the Chancellor's Office for approval. Students may not receive a certificate or degree until approval from the Chancellor's Office has been received.

Presentation of a New Program Proposal at a Curriculum Committee Meeting

Faculty should discuss the following when presenting a new program proposal at a Curriculum Committee meeting:

- Program goals
- Need and justification for the program, including marketability of the program, other colleges that offer similar programs, surveys of the local community and businesses, employment prospects for program graduates, etc.
- Feasibility: resources required to operate the program and how those resources will be obtained.
- Program Learning Outcomes
- Courses: required and elective. (Programs will not be approved unless the associated courses have also been approved.)

3C. Modifying, Redesigning, Banking, and Deleting Certificates, Degrees, and Programs

Modifying Programs

Faculty are responsible for making certain that CurricUNET has accurate and current information about courses and programs. Updating and revising your curriculum is an ongoing, necessary, and crucial aspect of curriculum management.

Revising and/or updating any part of a program (i.e. a certificate or degree) is known as a “program modification,” and is done through CurricUNET. There are many reasons for modifying a program, including revising the program description, career opportunities, program learning outcomes, and the required and elective courses. All programs are reviewed as part of the Comprehensive Program Review process, which occurs on a 6-year cycle.

- **When submitting a program modification, every CurricUNET screen for the program must be reviewed and updated as necessary, even if the intent is only to change one or a few items regarding the program.** When a program modification is received by the Curriculum Committee, they review every aspect of the program from top to bottom, even if only one change has been made. This level of scrutiny is not intended to be punitive. Instead, this oversight helps ensure that all curriculum information is accurate, current, and meets state regulations and accreditation standards.
- Banking, deleting, and/or adding courses could alter certificates and degrees in your discipline. If so, faculty must complete a program modification for all impacted programs in your discipline in order to keep the program descriptions accurate.
- In order for program modifications to be effective for a specific semester, faculty must meet the deadlines noted on the Curriculum Committee calendar.
- Directions for completing and submitting a program modification on CurricUNET are found on the Curriculum Committee website.
- Only programs with ACTIVE or BANKED status on CurricUNET can be modified.
- You cannot modify a program that already has a modification pending on CurricUNET.

Redesigning Programs

In contrast to a program modification, which usually involves only minor changes, a program redesign is an extensive restructuring of a program. For example, modifying, renaming, and renumbering most or all of the required courses for a certificate or degree would be a program redesign, not a program modification. Another example of program redesign would be to significantly change the number and types of required and elective courses for a certificate or degree.

If faculty wish to undertake a program redesign, they should first consult their Dean. When all parties agree to the nature and extent of the program redesign, faculty should contact the chair(s) of the Curriculum Committee who will arrange a meeting to further discuss and plan the redesign process. Faculty are strongly encouraged to create a “before and after” chart to bring to this meeting which lists the required and electives courses, the unit value of each course, and total units required –for both the existing and the revised program. This meeting is necessary in order to ensure that the program redesign will be done in a coherent and timely manner, and that the revised program will meet all the relevant statutory, regulatory, and accreditation standards.

Banking Programs

Banking a program (i.e. degree or certificate) is temporarily deactivating it, removing it from the catalog until further action is taken.

To bank a program:

1. Faculty/Deans must first contact the Curriculum Specialist in the VPI Office so that he/she may provide you with a *Proposal Impact Report*. This report will specify programs (i.e. degrees and certificates) that will need to be modified as a result of banking a program or programs.
2. Submit a memo (in Word format) to the Curriculum Specialist in the VPI Office addressed to the Curriculum Committee. The memo comes jointly from the division Dean and the program faculty and includes the following:
 - name of Division and department
 - title of certificate or degree being banked
 - reason(s) for banking the program(s)
 - the catalog year in which the banking becomes effective, which is typically the following academic year (e.g. 2018-19 catalog)

Deleting Programs

Deleting a program (i.e. certificate or degree) will remove it from the catalog and from the State Chancellor’s Office Curriculum Inventory. If the program is later re-created, it must be re-submitted to the State Chancellor’s Office for approval.

To delete a program:

1. Faculty/Deans must first contact the Curriculum Specialist in the VPI Office so that he/she may provide you with a *Proposal Impact Report*. This report will specify programs (i.e. degrees and certificates) that will need to be modified as a result of deleting a program or programs.
2. Submit a memo (in Word format) to the Curriculum Specialist in the VPI Office addressed to the Curriculum Committee. The memo comes jointly from the division Dean and the program faculty and includes the following:

- name of Division and department
- title of certificate or degree being deleted
- reason(s) for deleting the program(s)
- the catalog year in which the deletion becomes effective, which is typically the following academic year (e.g. 2018-19 catalog)

3D. Program Viability

Suggested Program Viability Process

Documents proposing revisions to policy and process regarding program viability were distributed to faculty, administrators, and students for feedback in 2002-2003. 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. Below is a description of the 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 (SMCCCD Board Policy 6.13). 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.

NOTE: District Board of Trustees Policy 6.13 and Procedure 6.13.1 pertain to Curriculum development, program review and program viability.

Section 4: CurricUNET

CurricUNET is a computer program created and maintained by the Governet Company designed to automate and enhance the development, management, and approval of curriculum in a multi-campus district. All proposals for new courses and programs, and all changes to existing courses and programs, are initiated on CurricUNET.

CurricUNET maintains all versions of curriculum proposals and assigns them a “status,” which include:

- **Pending**: a faculty member is working on a proposal (i.e. it has not been launched) OR a proposal is currently in the faculty member’s queue for technical review corrections. The course has not yet been approved.
- **Launched**: a faculty member has finished a proposal and submitted (“launched”) it into the approval process. The course is assigned a launched status only after the Dean has reviewed it and sent it along into the approval process. The course, however, has not yet been through the entire approval process and is not yet approved.
- **Approved**: a course that has been approved by the Curriculum Committee but which has not yet reached the date (semester) of **Active** status.
- **Active**: a course listed in the College Catalog.
- **Banked**: a course that has been temporarily deactivated and removed from the College Catalog until further action is taken.
- **Historical**: past course outlines of record which are no longer current.
- **Deleted**: a course removed from the College Catalog, from any associated programs in which the course had been included, and from articulation with four-year colleges and universities.

NOTE: Only authorized faculty are allowed access to CurricUNET. To become a registered CurricUNET user, faculty must contact his/her Dean to request access. Your Dean must send an email to the Curriculum Specialist in the VPI Office. Deans inform the VPI Office who has the appropriate credentials for curriculum development in any department.

CurricUNET Directions

Directions for the following tasks can be found on the [CurricUNET](#) page of the Curriculum Committee website:

- How to Create a New Course
- Making Course Modifications
- Returning Course to Dean After Making Corrections
- Creating a New Program
- Modifying an Existing Program

CurricUNET Help Screens

Click on the question mark  icons for help information. Help information is also sometimes available in the bottom right section of the screen, in the box labeled “Help.”

Glossary

Content Review: a rigorous, systematic process developed in accordance with Title 5, Section 55003, that is conducted by faculty to identify the necessary and appropriate body of knowledge or skills students need to possess prior to enrolling in a course, or which students need to acquire through concurrent enrollment in a corequisite course.

Course Outline of Record: A document that Title 5 requires districts must keep, describing the elements of a course. It is also considered to be the binding contract between a faculty, a student and a district defining the terms and conditions for learning and evaluating performance.

Critical Thinking: A quality and intensity of thinking that is commonly described in terms of a taxonomy of verbs developed by Benjamin Bloom in 1956 describing intellectual levels of behavior. It is commonly associated with the top three levels – analysis, synthesis, and evaluation. Title 5, Section 55002(a) and (b) require learning components of critical thinking in their respective standards for course approval.

CSU GE Breadth: The common general education courses required by the California State Universities.

Equivalency: academic comparability of course scope and content. It may be established by an equivalent course, an assessment process, or a challenge process.

Intensity: A quality or characteristic that defines the level of thinking being sought by the curriculum. An example of a low level of intensity would be where students are to memorize words in a language course. A higher level of intensity would be where they are to discern how specific nuances of word combinations and tonal quality of delivery are offensive to a specific population. With respect to Standards for Approval in Title 5, Section 55002, intensity also refers to the student’s capacity to study independently.

Lab Hours: provide one unit of credit for every three hours of lab work per week (with no additional outside homework).

Lecture Hours: scheduled per week to determine units assigned. For each hour of lecture, a student is expected to do two additional hours of work completing outside assignments.

Major Requirement: refers to a minimum of 18 semester units of study taken in a single discipline or related disciplines.

Out of Discipline Prerequisite: a course that provides entry level knowledge or skills essential for success in a course in another academic discipline. For example, a Chemistry course as a prerequisite for a Biology course would be an out of discipline prerequisite.

Title 5 Regulations: A part of the California Code of Regulations that specifically covers the K-12, California Community Colleges, and the CSU sectors.

Units: A “unit” is a credit per hour scale. Forty eight semester hours generally equals one semester unit of credit being transcribed to a student’s record.

Appendices

A. Model Course Outline of Record (GEOL 106: Weather and Climate)

B. *Skyline College Criteria for Determining What Constitutes a Baccalaureate Level Course.*

C. *Skyline College Syllabus Checklist*

Appendix A: Model Course Outline of Record

Skyline College Official Course Outline

1. **COURSE ID:** GEOL 106 **TITLE:** Weather and Climate **C-ID:** GEOG 130
Units: 4.0 units **Hours/Semester:** 48.0-54.0 Lecture hours; 48.0-54.0 Lab hours; and 96.0-108.0 Homework hours
Method of Grading: Letter Grade Only
Recommended Preparation:
Eligibility for ENGL 846 or ESOL 400, or equivalent.

2. **COURSE DESIGNATION:**
Degree Credit
Transfer credit: CSU; UC
AA/AS Degree Requirements:
Skyline - GENERAL EDUCATION REQUIREMENTS: 9B1. Scientific Inquiry
- Physical Science
CSU GE:
CSU GE Area B: SCIENTIFIC INQUIRY AND QUANTITATIVE REASONING: B1 - Physical Science
CSU GE Area B: SCIENTIFIC INQUIRY AND QUANTITATIVE REASONING: B3 - Laboratory Activity
IGETC:
IGETC Area 5: PHYSICAL AND BIOLOGICAL SCIENCES: A: Physical Science
IGETC Area 5: PHYSICAL AND BIOLOGICAL SCIENCES: C: Science Laboratory

3. **COURSE DESCRIPTIONS:**
Catalog Description:
Introduction to the study of Earth's atmosphere as a system, with an emphasis on the physical processes that change our atmosphere in the short term and throughout Earth's history. Topics include: atmospheric structure and composition, energy balances, seasonal changes, atmospheric moisture, storm systems, climate and climate change. Also listed as GEOG 106.

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**
Upon successful completion of this course, a student will meet the following outcomes:
 - A. Describe Earth-Sun relationships and the resulting effects on weather and climate.
 - B. Classify the distribution of world climates as they relate to variations in insolation and resulting atmospheric processes.
 - C. Describe the greenhouse effect and the role that it plays in weather and climate.
 - D. Compare and contrast climate change on geologic timescales to climate change that occurs as a result of human activities.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**

Upon successful completion of this course, a student will be able to:

- A. Explain the energy balance of the Earth-sun system.
- B. Describe forces that cause atmospheric motion and resultant pressure patterns, wind systems and global circulation.
- C. Describe moisture, clouds and precipitation processes, and their distributions.
- D. Understand phase change processes that occur in the hydrologic cycle and relate them to heating and cooling of the atmosphere.
- E. Explain the distribution of weather systems and the development of extreme weather.
- F. Classify and interpret atmospheric data through weather maps, radar imagery and satellite data.
- G. Describe global climate patterns and the relationship to latitude, atmospheric pressure, ocean circulation and altitude.
- H. Describe causes of past climate change events and relate that to changes in climate forcing agents.
- I. Compare and contrast climate change on natural timeframes to anthropogenic climate change.

6. **COURSE CONTENT:**

Lecture Content:

1. **Energy and Mass**
 - A. Composition and Structure of the Atmosphere
 - B. Solar Radiation and the Seasons
 - C. Energy Balance and Temperature
 - D. Atmospheric Pressure and Wind
2. **Water in the Atmosphere**
 - A. Atmospheric Moisture
 - B. Cloud Development and Forms
 - C. Precipitation Processes
3. **Distribution and Movement of Air**
 - A. Atmospheric Circulation and Pressure Distributions
 - B. Air Masses and Fronts
4. **Disturbances**
 - A. Midlatitude Cyclones
 - B. Thunderstorms and Tornadoes
 - C. Tropical Storms and Hurricanes
 - D. Weather forecasting and analysis
5. **Climate**
 - A. Earth's Climates and their distribution
 - B. Climate Changes and their causes
 - C. Past climates and how they have changed naturally
6. **Anthropogenic Climate Change**
 - A. Greenhouse effect and sources of greenhouse gases
 - B. Projections for future climate change

- C. Impacts of modern climate change
- D. Mitigation and Response to observed climate change

Lab Content:

- 7. Composition of the Atmosphere
 - A. Graphically representing the composition of the atmosphere
 - B. Describing composition of permanent versus variable gases
- 8. Earth-Sun Relationships
 - A. Calculating solar altitude
 - B. Reading an Analemma
 - C. Describing changing relationships between day length and solar angle
- 9. Temperature
 - A. Comparing daily solar insolation patterns by latitude and date
 - B. Describing temperature control patterns in the context of climate and weather conditions
- 10. Atmospheric Moisture
 - A. Calculating relative humidity
 - B. Calculating dew point
 - C. Using sling psychrometer to measure humidity
 - D. Calculating adiabatic temperature change
- 11. Atmospheric Stability
 - A. Relating changes in insolation to atmospheric stability
 - B. Analyzing circulation patterns that result from stable versus unstable air
 - C. Illustrating dry and saturated adiabatic processes as air parcels ascend and descend in the atmosphere
- 12. Wind Patterns
 - A. Describing wind patterns
 - B. Relating changes in insolation and atmospheric pressure to changes in wind
- 13. Circulation
 - A. Create isobar maps and interpret circulation patterns based on isobars
 - B. Examine upper-air westerly wave patterns, the jet stream, and how these features influence midlatitude surface weather.
- 14. Air Masses, Fronts, and Mid Latitude Cyclones
 - A. Predict changes to weather that result from the migration and development of fronts and midlatitude cyclones
 - B. Compare weather conditions on either side of midlatitude cyclone in the midlatitudes.
- 15. Locating and Interpreting Weather maps and data
 - A. Describe the general elements of a weather forecast and explore available weather data
 - B. Locate and compare visible, infrared and water vapor satellite images
- 16. Severe Storms
 - A. Examine thunderstorms as they appear on visible, infrared, and water vapor satellite images
 - B. Explore the relationships between central sea-level pressures and wind speeds throughout the life of a hurricane
- 17. El Nino/La Nina Events

- A. Describe atmospheric and oceanic conditions that accompany periodic warmings of the tropical Pacific Ocean
 - B. Assess strength of El Nino/La Nina events based on sea surface and atmospheric data
18. Interpretation of historical climate data
- A. Analysis of statistical climate values on climographs and comparison of climographs from various locations to explore climate controls
 - B. Analysis of historical climate change data to interpret causes of past climate change
19. Modeling and Interpreting Climate Change Data
- A. Comparing historical to modern atmospheric composition data to draw relationships between atmospheric composition and temperature

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Lab
- C. Activity
- D. Discussion
- E. Field Trips
- F. Observation and Demonstration

8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

Writing Assignments:

Short written essays (1-2 pages, 3-5 per term) in response to scientific articles and general media articles relating to weather and climate processes.

A research paper (5-7 pages) on a proposed response to climate change.

Weekly lab assignments (1-3 pages) in which they will analyze data relating to topics covered in lecture.

Weekly study guide questions that will serve as both preparation for and review of weekly lectures.

Reading Assignments:

Students will read 20-30 pages per week from the assigned text in addition to other supplemental readings that will be assigned periodically.

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- . Class Work
- A. Exams/Tests
- B. Field Trips
- C. Group Projects
- D. Homework
- E. Lab Activities
- F. Papers
- G. Quizzes
- H. Research Projects
- I. Written examination

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- A. Ruddiman, W. F.. *Earth's Climate Past and Future*, 3rd ed. New York, N.Y. : W. H. Freeman and Company, 2014
- B. Lutgens, F. K., Tarbuck E. J., and Tasa, D. *The Atmosphere: An Introduction to Meteorology* , 12th ed. San Francisco: Prentice Hall, 2012
- C. Aguado, E, Burt, J.E. *Understanding Weather and Climate*, 6th ed. Prentice Hall, 2012

Possible manuals include:

- A. Moran, J. M. . Weather Studies: Introduction to Atmospheric Science, American Meteorological Society, 09-15-2014

Origination Date: November 2016

Curriculum Committee Approval Date:

Effective Term: Fall 2017

Course Originator: Carla Grandy

Appendix B: Skyline College Criteria for Determining What Constitutes a Baccalaureate Level Course

COURSE EXPECTATIONS: Proposed courses must be of baccalaureate level and meet the following criteria:

1. The Course is presented in a manner that requires of students:

- A level of intellect, skill, prior knowledge, and maturity consistent with entry level collegiate expectations and the stated prerequisites(s), if any, for that course.
- Learning skills and a vocabulary necessary to master the subject matter of a baccalaureate level course
- The capacity to think critically and to understand and apply concepts.

2. The course:

- Treats subject matter with an intensity and pace that establishes an expectation for significantly great learner independence than that required at the secondary level.
- Requires the student to continue development of communication skills appropriate for higher education.

3. Coursework that:

- Embraces understanding of analytical, intellectual, scientific, or cultural concepts and traditions generally shall be considered baccalaureate level.
- Enhances understanding of occupational and professional fields usually requiring experience in higher education as prerequisite to employment in such fields may be considered baccalaureate if it includes attention to appropriate theories and concepts.
- Provides instruction in occupational fields not usually requiring experience in higher education a prerequisite to such fields may be considered baccalaureate if the primary emphasis is upon understanding theories and concepts that underlie practice rather than only the development of technical skills required for immediate employment.
- Is remedial or college preparatory shall not be considered baccalaureate level.

Source: Working definition of Baccalaureate Credit for CSU – Faculty Senate Resolution of 1987

Appendix C: Skyline College Syllabus Checklist*

Sample Course Syllabus: see *Skyline College Faculty Handbook*

NOTE: The order and presentation of information is at the instructors' and divisions' discretion.

I. Essential Information

_____ Instructor's name

_____ Office hours and location (full-time faculty and part-time faculty who have been assigned office space)

_____ Office phone number and/or District e-mail address

_____ Course title, number, and CRN (Course Record Number)

_____ Class meeting day(s) and time(s)

_____ Semester and year

_____ Class meeting location (building number/name and room number)

_____ Class units (e.g. 4 units)

_____ College Catalog course description

_____ Student Learning Outcomes.

These should match the SLOs on the Course Outline of Record (COR) for your course, which can be found on CurricUNET. Be sure to select the "active" version of your course to find the current SLOs.

NOTE: SLOs ON SYLLABI ARE REQUIRED BY ACCJC ACCREDITATION STANDARDS.

_____ Course prerequisites, co-requisites, and/or advisories
(see the COR on CurricUNET for this information)

_____ **REQUIRED NOTE -- INCLUDE THE FOLLOWING DISCLAIMER:**

Official information about course transferability and degree applicability is stated in the Skyline College Catalog.

Information about course transferability and degree applicability is updated on an annual basis. For the most current information about course transferability, consult a Skyline College counselor and/or ASSIST, the online transfer information database:

<http://www.assist.org/web-assist/welcome.html>

For the most current information regarding Associate Degree requirements, please consult a Skyline College counselor and/or the Skyline College Catalog:

<http://skylinecollege.edu/catalog/>

_____ Required textbooks, materials, and supplies

_____ Final exam date and time (see final exam schedule in the Class Schedule). Any changes

to the scheduled final exam day or time must be approved by your dean.

Clear Grading Scales, Policies, and Evaluation Criteria

_____ Exams (points or percentage of grade)

_____ Quizzes (points or percentage of grade)

_____ Homework (points or percentage of grade)

_____ Writing assignments (points or percentage of grade)

_____ Class participation (points or percentage of grade and the specifics of how these will be awarded)

_____ Other graded work

_____ Grading scale for the final semester grade

TBA (To Be Arranged) – [If applicable]

_____ If your course has TBA hours included on the course outline, you must include the following information in your syllabus:

_____ a. Statement that TBA hours are required of all students

_____ b. Scheduled day(s) and times for completing the TBA

_____ c. Location for completing the TBA hours

_____ d. List of the assignments students must complete for TBA hours

_____ e. Date by which students must commence work on TBA hours

NOTE: TBA INFORMATION, IF APPLICABLE, IS REQUIRED ON SYLLABI BY TITLE 5 OF THE CA CODE OF REGULATIONS.

Accommodations for Students with Disabilities

Include the following statement in your syllabus:

Reasonable accommodations will be provided for eligible students with disabilities. If you do not yet have an accommodation letter, please contact the Disability Resource Center office (DRC) at (650) 738-4123.

<http://www.skylinecollege.edu/disabilityresources/index.php>

Title IX Statement

Recommended statement:

The San Mateo County Community College District is committed to maintaining safe and caring college environments at Cañada College, College of San Mateo and Skyline College. The District has established policies and procedures regarding Sexual Misconduct, Harassment, and Assault. A District website has also been developed which provides you with important information about sexual misconduct and sexual assault. <http://smccd.edu/titleix/>



To learn more about these issues and how you can help prevent them, you are encouraged to view the **Not Anymore** videos, which can be found on **WebSMART** under the **Student Services** link. Click on [Not Anymore Video](#)

Academic Integrity/Honesty and Student Code of Conduct

See the Skyline College Catalog, “Student Rights and Responsibilities,” for College policies.

II. Recommended Information

A. Additional Course Information (optional)

_____ Units/topics to be covered and the estimated dates on which they will be covered

NOTE: The following disclaimer is recommended:

Course content and schedule are subject to reasonable change at the instructor's discretion.

_____ Reading assignments [chapter(s) and/or page numbers]

_____ Homework assignments and/or projects, and due dates

_____ Tentative exam dates, format, and time allowed

_____ Recommended textbooks, materials, and supplies

- _____ Lab availability (computer labs, language labs, science labs, etc.)
- _____ Available student support services and resources (e.g. Learning Center, Library, Counseling, Student Services, etc.)
<http://skylinecollege.edu/catalog/studentresources/>
- _____ Extra-credit assignments
- _____ Warnings of potential pitfalls and advice/strategies for avoiding them
- _____ Recommendations for staying on track

B. Additional Faculty Information (optional)

- _____ Website
- _____ Other contact information

C. Additional Important Dates (optional)

- _____ Drop deadlines (see Class Schedule)
- _____ Holidays (see Class Schedule)

D. Policy Statements (optional)

- _____ Attendance (Note: You may not use attendance for grading)
- _____ Withdrawing from the course (in line with College policies)
- _____ Plagiarism
- _____ Punctuality
- _____ Late work
- _____ Make-up policy for missed assignments, exams, etc.
- _____ Homework
- _____ Extra credit
- _____ Use of computers, cell phones, PDAs, etc, in the classroom
- _____ Classroom visitors (not allowed)
- _____ Food and drink in the classroom

_____ Classroom safety/health

(See the Skyline College Public Safety website:

<http://skylinecollege.edu/publicsafety>)

_____ Other behavioral issues that are important to you as the instructor

*Approved by the Skyline College Academic Senate, September 17, 2015

Updated December 2015