

2025-2026

CURRICULUM HANDBOOK

Curriculum Review & Approval Processes

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Curriculum Committee Handbook 2025-2026

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Skyline College's Curriculum Committee Handbook

Curriculum is the foundation of Skyline College and the student experience. Our curriculum is designed to reflect the diversity of the disciplines that make up our college community while highlighting different pedagogical philosophies and the strengths of our education and training.

The Curriculum Committee

Committee's Purpose

The Committee provides guidance and oversight to ensure that all curriculum is sound, comprehensive, culturally relevant and responsive to the evolving needs and realities of students and the academic, business, and local communities.

Since 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 modified 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, State legislation, and accreditation standards. Another important role of the Committee is supporting faculty through [Comprehensive Program Review](#)

Committee's Responsibilities

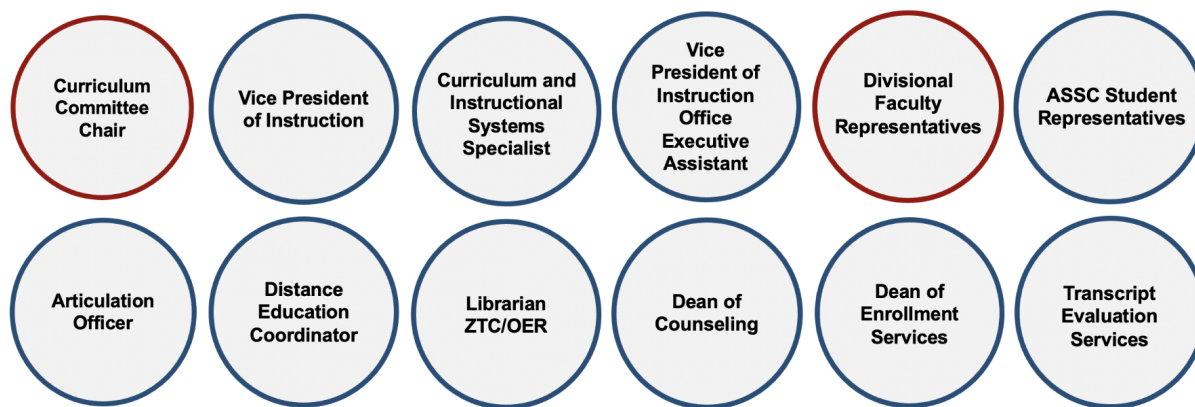
The Curriculum Committee's responsibilities include, but are not limited to, review and approval of:

- New and modified Course Outlines of Record (COR)
- New and modified Programs, Degrees, and Certificates
- Course for Distance Education
- Prerequisites, co-requisites, and recommended preparation for courses
- Course repeatability limits
- Course material fees
- Credit hours - ie. the Carnegie Unit
- Assigning courses to the appropriate discipline(s)
- Course applicability to general education requirements, degrees, and certificates

- Course articulation and transfer
- Deleting courses, certificates, and degrees

Committee Membership

Membership of the Curriculum Committee includes faculty, administrators, classified staff, and students.



Red = Voting member

Blue = Resource member

Curriculum Committee Chair

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 Committee Chair is selected through a college-wide voting process determined by the Skyline College Academic Senate and receives reassigned time. The chair (or co-chairs) also represent his/her/their Division(s).

Chair duties include, but are not limited to:

- Working collaboratively with the Vice President of Instruction and Office of Instruction
- Preparing Committee agendas in conjunction with the Office of Instruction and facilitate the Committee meetings
- Assisting faculty and Deans in the development of curriculum proposals
 - Facilitating Curriculum Consultation meetings
 - Overseeing the placing courses into disciplines process
 - Supporting a district-wide collegial consultation process
- Reviewing all curriculum proposals for accuracy and work with faculty to make necessary corrections

- Facilitating the training of Committee members and keep members up-to-date on state curriculum issues, policies, and legislation
- Reporting and/or make recommendations to Academic Senate on curriculum matters
- Revising and updating the *Skyline Curriculum Handbook* and developing recommended procedures and forms for the processing of curriculum materials and proposals
- Providing content and support for curriculum substantive changes report required for accreditation
- Attending the ASCCC Curriculum Institute, whenever possible, to stay informed on changes to Title 5, Education Code, State Chancellor's Office regulations, legislation, and gain greater knowledge and skill regarding state and local curriculum processes.
- Attending ASCCC Regional Curriculum meetings
- Serving as the Skyline College representative on the District Curriculum Committee
- Attending, whenever possible, the Skyline College Academic Senate Executive Committee meetings

Divisional Faculty Representatives

Since curriculum is the primary responsibility of faculty, voting membership is exclusively faculty. Two faculty members from each instructional Division may serve on the Committee. Representatives are chosen through a process determined by each instructional Division. * The Curriculum chair (or co-chairs) also represent their Division(s).

- Academic Support and Learning Technologies (ASLT)
- Business, Education and Professional Programs (BEPP)
- Counseling (COUN)
- Global Learning and Program Services (GLPS)
- Kinesiology, Athletics and Dance (KAD)
- Language Arts (LA)
- Social Science and Creative Arts (SS/CA)
- Science, Technology, Engineering and Math (STEM)
- Strategic Partnerships and Workforce Development (SPWD)
- Student Equity and Support Programs (SESP)

Divisional Faculty Representative Duties include, but are not limited to:

- Attending all Curriculum Committee meetings
- Reviewing the agenda and materials before the meeting and be prepared to vote/make decisions regarding curriculum proposals

- Participating in technical review of curriculum
- Being familiar with curriculum policies, procedures, deadlines, CurricUNET operations, and curriculum resources
- Engaging in necessary curriculum conversations in order to make recommendations to the Academic Senate and District Curriculum Committee
- Providing support for Division faculty preparing curriculum proposals by answering questions, providing information on curriculum policies and procedures, and supporting a process of collegial consultation across the District
- Informing their Divisions of curriculum issues/changes/legislation, upcoming deadlines, and the work of the Committee

Vice President of Instruction

Skyline College's Vice President of Instruction (VPI) is integral to the 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.

Associated Students of Skyline College Representative(s) (ASSC)

Student perspective and feedback is integral in the development of culturally relevant curriculum, so the Committee also includes a student representative(s) from the Associated Students of Skyline College (ASSC). Students who serve participate in the formulation and development of College policies, procedures, and recommendations surrounding curriculum.

Resource Members (Non-voting members)

The Committee includes individuals known as **resource members** who serve as resources in their area of expertise. These areas include Articulation, Admissions and Records, Career Technical Education (CTE), Distance Education, Library, and Transcript Evaluation Services. Resource members who have faculty status sometimes also represent an academic Division, and if so, they are also voting members.

Articulation Officer Responsibilities

- 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
- Inform the Curriculum Committee on matters related to articulation

- Facilitate articulation with public and independent colleges, universities, and other community colleges
- Submit courses for C-ID designations
- Participate in Technical Review of curriculum
- Attend all Curriculum Committee meetings
- Attend District Curriculum Committee meetings whenever possible

Career Technical Education (CTE) Responsibilities

- Review all Career Technical Education (CTE) course and degree proposals
- Act as a liaison between the Curriculum Committee and the Career Technical Education faculty
- Attend all Curriculum Committee meetings
- Support CTE faculty in the development of curriculum
- Recommend CTE trainings and resources that support the college curriculum committee
- Engage in necessary curriculum conversations and trainings in order to make recommendations to the Academic Senate and Curriculum Committee

Dean Responsibilities

- Review all curriculum proposals submitted by Division faculty for accuracy, completeness, and compliance with Title 5, the Education Code, legislation, and State Chancellor's Office rules and regulations
- Support faculty in the development of curriculum and facilitate district-wide collegial consultation
- Attend Curriculum Committee meetings
- Attend Curriculum Consultation meetings for new programs and program redesigns
- Upload and submit new programs and degrees into the state curriculum system

Distance Education Coordinator Responsibilities

- 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
- Support faculty in the development of the Distance Education portion of curriculum
- Engage in necessary curriculum conversations in order to make recommendations to the Academic Senate and District Curriculum Committee

Library Responsibilities

- 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
- Help faculty identify OER and ZTC resources for their courses
- 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 the Technical Review of curriculum
- Attend all Curriculum Committee meetings

Committee Procedures

Curriculum Calendar

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

Meeting Days and Times

The Committee meets on the first and third Wednesdays of the month, 2:10 – 4:00 p.m., in room 4-301. During months when there are five Wednesdays, the Committee may meet on the additional Wednesday.

Quorum

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).

Meeting Documents

The Instruction Office provides curriculum documents, minutes, and posts information on the [Curriculum Committee website](#).

Meeting Agendas

Agendas are posted publicly 48 hours before each meeting. Committee members, Deans, and presenting faculty also receive an agenda (via email) with accompanying materials on the Monday prior to each Curriculum Committee meeting.

There are three types of agenda items:

Full Review (ie. action taken after committee discussion)

- New courses, certificates, degrees, programs, and departments

- New or modified Distance Education addendums
- Course modifications with changes to title, number, units/hours, prerequisites, corequisites, recommended preparation, GE designations, transferability, distance education, and substantial changes
- Certificate, degree and program modifications
- Reactivated deleted courses and/or programs
- Requests to delete courses
- Requests to delete programs, certificates, or degrees

Consent Agenda (ie. approved without committee discussion)

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

- Minor course modifications that don't result in any changes to Skyline College's published course and/or program information (ie. schedule, College Catalog, WebSchedule)
- Course and programs which were granted tentative approval at a previous meeting pending additional corrections and/or completions by course/program originator and/or Dean

Discussion/Information (ie. committee discussion held, but formal action not usually required)

- Curriculum updates from the State Chancellor's Office, legislation, or other regulatory bodies
- Committee Reports
- Policy and procedure issues
- Curriculum Committee goals and projects
- Training for Curriculum Committee members

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
- Table 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 Proposal per Meeting Limit

In order to manage the significant workload required by the curriculum technical review process, faculty may submit no more than five course proposals (i.e. new courses and/or course modifications) on any individual meeting agenda. 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 curriculum issues or topics. When the task is completed, the task force is disbanded.

Committee Website

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.

Statutory, Regulatory & Accreditation Standards

California Community Colleges must comply with Education Code, Title 5 regulations, 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.

The information below is taken primarily from the [ASCCC Curriculum Committee website](#)

California Education Code

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 only be modified by subsequent legislative action. They appear in their full text, including the intent language of the original author(s), on the legislature's [website](#).

[CALIFORNIA EDUCATION CODE](#)

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.

Title 5

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.

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

In order to successfully navigate the online search for regulations about California community colleges, click on division "6." If the section of interest is already known, click on the title, or search for sections of interest using the search function.

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 CCCCC Academic Affairs Division.

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

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.

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 [Program Course and Approval Handbook \(PCAH\)](#) is the 8th edition (2023). The Skyline College Curriculum Committee uses the PCAH to ensure compliance with curriculum proposal guidelines, regulations, and law regarding curriculum.

Articulation & Transfer

Articulation Agreements

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 (C-ID)

The information below is taken primarily from the [C-ID website](#)

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 post secondary transfer efforts.

C-ID 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 C-ID number and name is:

C-ID number: HIST 140

C-ID title: United States History from 1865

[Need Help Determining if Your Course Aligns to a C-ID Descriptor?](#)

C-ID Descriptors

A C-ID 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. It also provides information for ongoing curriculum development and revision of lower division courses.

Once the descriptor for a course has undergone a wide discipline review, it is posted for general viewing at <https://c-id.net/descriptors>. Individual college courses (CORs) submitted to C-ID 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. Faculty are able to add more to the course outline, but must clearly meet the minimums set forth in the descriptor.

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).

[Need help finding a C-ID Descriptor for your course?](#)

Transfer Model Curricula (TMC)

In response to Senate Bill 1440 (Padilla, 2010), the Academic Senates for California Community Colleges (ASCCC) in collaboration with the California State University Academic Senate (CSU) have developed Transfer Model Curriculum (TMC) for certain majors for students who transfer from a California community college to CSU. Each TMC represents a set course 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.

The C-ID infrastructure is used to develop and vet the transfer model curriculum (TMC) in each of the most common transfer majors in order to provide assurances to students and faculty that courses offered at one institution are comparable to those elsewhere, provided they have the same C-ID number.

Once a TMC has been drafted by intersegmental discipline faculty, it is vetted on the [C-ID site](#) where feedback is posted by a wider sampling of faculty. Once finalized, TMCs become available for community colleges to use as they develop their associate degree for transfer. Faculty are required to regularly review their TMC to ensure their programs are up-to-date.

Associate degrees for transfer are either AS-T degrees (for STEM) or AA-T degrees (for all other programs).

[View Your TMC](#)

Articulation System Stimulating Interinstitutional Student Transfer (ASSIST)

The [ASSIST database](#) is a repository of articulated, transferable 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.)

General Education Requirements

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 (24 units)

A candidate for the associate degree must either complete the Cal-GETC general education pattern, or complete 24 units of GE selected from the seven areas listed below. Skyline's GE requirements are in alignment with Title 5 GE requirements.

- Area 1: English Composition, Oral Communication, and Critical Thinking (6 units)
 - Area 1A: English Composition
 - Area 1B: Oral Communication and Critical Thinking
- Area 2: Mathematical Concepts and Quantitative Reasoning (3 units)
- Area 3: Arts and Humanities (3 units)
 - Area 3A: Arts
 - Area 3B: Humanities
- Area 4: Social and Behavioral Sciences (3 units)
- Area 5: Natural Sciences (3 units)

- Area 5A: Physical Sciences
- Area 5B: Life Sciences
- Area 6: Ethnic Studies (3 units)
- Area 7: Kinesiology Activity, Personal Development and Wellness (3 units)
 - Area 7A: Kinesiology Activity (at least 1 unit)
 - Area 7B: Personal Development and Wellness

(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 1: English Composition, Oral Communication and Critical Thinking

Instruction in Area 1 should emphasize development of the students' written and oral communication and reasoning skills.

Area 1A: English Composition

Courses in Area 1A 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 a minimum writing of 5,000 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 help students develop varied and flexible strategies for generating, drafting, and revising?
- Do assignments include expository and argumentative forms?

Area 1B: Oral Communication and Critical Thinking

Oral Communication:

Oral Communication courses in Area 1B 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?

Critical Thinking:

Critical Thinking courses in Area 1B 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 2: Mathematical Concepts and Quantitative Reasoning

Students in Subject Area 2 will develop quantitative reasoning skills, practice computation, and apply mathematical concepts to solve problems. Courses may include mathematics, computer science, personal finance, statistics, or discipline-specific quantitative reasoning. Courses must be college-level and may cover logic, statistics, computer languages, and related fields.

Area 3: Arts and Humanities

Courses in Area 3 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 4: Social and Behavioral Sciences

Students learn from courses in Area 4 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 5: Natural Sciences

Courses in Area 5 must develop student knowledge of scientific theories, concepts and data about both living and non-living systems. Courses in Area 5 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 5A and 5B. 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 5A: Physical Science

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

Area 5B: Life Science

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

Area 6: Ethnic Studies

This area of study includes the interdisciplinary and comparative study of race and ethnicity with special focus on four historically defined racialized core groups: Native Americans, African Americans, Asian Americans, and Latina/o Americans.

Courses in Area 6 must demonstrate three of the five core competencies developed and approved by the Ethnic Studies Council and approved by ASCSU on September 17, 2020.

1. Analyze and articulate concepts of ethnic studies, including but not limited to race and ethnicity racialization, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization and anti-racism.
2. Apply theory to describe critical events in the histories, cultures and intellectual traditions, with special focus on the lived-experiences and social struggles of one or more of the following four historically defined racialized core groups: Native Americans, African Americans, Latina/o Americans and/or Asian Americans, and emphasizing agency and group-affirmation.
3. Critically discuss the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability and/or age.
4. Describe how struggle, resistance, social justice, solidarity and liberation as experienced by communities of color are relevant to current issues.
5. Demonstrate active engagement with anti-racist issues, practices and movements to build a diverse, just and equitable society beyond the classroom.

In order to meet Area 6, courses will need to have an ETHN subject code.

Area 7: Kinesiology Activity, Personal Development and Wellness

This area of study helps equip students for lifelong understanding and development of themselves as physiological, social, and psychological beings.

Area 7A: Kinesiology Activity

Courses in this area include physical education (including kinesiology and dance), and varsity sports. At least 1 unit for Area 7 must come from Area 7A.

Area 7B: Personal Development and Wellness

Courses in this area may include topics such as human behavior, information literacy, mental health, nutrition, physical health, sexuality, social relationships, stress

management, student success strategies, and relationships with the environment, as well as implications of death and dying or avenues for lifelong learning.

California General Education Transfer Curriculum (Cal-GETC)

Cal-GETC is the singular general education pathway for California Community College (CCC) students to fulfill lower-division general education requirements necessary for transfer and admission to both the California State University (CSU) and University of California (UC). It replaced CSU GE and IGETC in Fall 2025.

- Area 1: English Communication
 - Area 1A: English Composition
 - Area 1B: Critical Thinking and Composition
 - 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: Laboratory
- Area 6: Ethnic Studies

Important GE Submission Deadlines

To submit a course for Cal-GETC, it must first be approved for UC transferability (UC-TCA). The Articulation Officer will submit any new or modified course(s) requesting a Cal-GETC Area designation for UC-TCA in July; those decisions arrive in October and are effective in the current fall semester. After UC-TCA approval the course will be submitted for Cal-GETC review in December, Cal-GETC decisions arrive in May the following semester. New courses should not be scheduled until the Articulation Officer

notifies the department in May that all requested transfer designations have been approved.

The Cal-GETC timeline requires that course proposals be submitted to the Curriculum Committee for approval no later than early Spring semester preceding the July submission. For example, a new course approved by the committee in February of 2026 would be submitted for UC-TCA by the Articulation Officer in July 2026 and decisions would arrive in October 2026; an approved course would then be submitted for Cal-GETC in December, decisions would arrive by May 2027, and ideally the course could be offered for the first time in Fall 2027.

NOTE: For most new courses where GE designations are sought, if all goes well, it will take up to 18 months to secure all approvals. A new course may not be offered until it has obtained all of its requested designations.

Common Course Numbering (CCN)

The statewide Common Course Numbering (CCN) system is being implemented to streamline transfer and improve student success across California Community Colleges, as required by California Education Code through Assembly Bill 1111. This initiative ensures that similar courses across all community colleges will have the same course number. As a result, students can more easily identify equivalent courses, build clear academic plans, and understand how their credits apply to degree completion and transfer goals at four-year institutions such as the CSU and UC systems.

Starting with the most impactful, courses are identified by the State to be part of the process. With statewide faculty input, course outline templates are created for faculty to use to update the course outlines at their campus. Some parts of the template must be included identically as written, but faculty may opt to add their own language and elements to some sections.

Sections in the Outline Updated by CCN

Subject Code, Course Number and Course Title

This section is at the heart of the CCN project. The four letter subject code, the course number and the course title must be identical to the template ensuring that this course will be recognized easily by students, counselors, faculty and everyone else throughout the state. The CCN course numbers always start with a C which is followed by a four-digit number. For example, at Skyline what used to be known as MATH 200, is now

referred to as STAT C1000. Usually, the new subject code is the same as was used previously, but in this case a new subject code, STAT, was created by the Curriculum Specialist to accommodate the CCN work.

The Subject Code, Course Number and Course Title are on the Basic Course Information screen in CurricUNET. In CurricUNET, the subject code is called discipline. If the subject code prescribed by the template does not appear on the list, please inform the Curriculum Specialist and/or Curriculum Chair or Co-Chairs.

Catalog/Course Description

The Catalog Description is also on the Basic Course Information screen. The first part of the catalog description must be identical to what appears in the template, but faculty may include more text afterwards. To help students during the transition, we ask that faculty at least add what the course used to be called. For example, at the end of the catalog description for STAT C1000 we have added, “(Formerly MATH 200)”.

Note: Since we are no longer printing hard copy Schedule of Classes, the Class Schedule Course Description in CurricUNET is no longer used and need not be changed.

Prerequisites/Corequisites

Prerequisites and Corequisites must be identical to what is provided in the template and are both on the same screen in CurricUNET.

Course Content

Like the Catalog Description, the Course Content has a required part and an optional part. The required part must be identical to what is in the template and must appear first, with anything added written below.

Since most CCN courses have articulation agreements with the CSUs and/or UCs, and the templates were not necessarily designed with these in mind, it is important to make sure content isn't lost. There are two rules of thought when deciding what to add in the optional part of the course content:

- Look through the template content and the original content and only add what isn't redundant. This makes the content flow better and, well, not be redundant!

- Place the entire old content below the template content. This might look strange and not flow well, but will ensure that the content required by the four-year is still included.

Either way, the CSUs and UCs have agreed to give the community colleges an extended grace period to make changes if they see something they don't like when the Articulation Officer submits the updated outline for articulation.

Course Objectives/Outcomes

The CCN folks have intentionally left it up to the faculty to decide if this section will replace the SLOs or the Course Objectives. Like the course content section, they need to be identical to what is in the template, followed by the optional Part 2.

We recommend that you use them in the Course Objectives since if you change your SLOs, you must change your whole SLOAC process, but it is up to you and your colleagues to decide! If you use them as course objectives, you will probably be forced to add back some of your previous objectives as typically the template has fewer than what the committee recommends, for example 8 objectives for a 3-unit course.

Methods of Evaluation

Methods of Evaluation, called Representative Methods of Evaluation in CurricUNET, is another section that has a required identical part 1 and an optional part 2. Because the CurricUNET screen has several methods as check boxes followed by a text field, we recommend using the text field for part 1, and then leaving alone the boxes that were checked previously.

Representative Texts

Input the list from the template first and include any of your previous texts that weren't on the list at the end. Make sure that you update to the most recent edition of the previous texts if it has been more than a year or two since the outline was updated.

CCN Timeline

The process of creating the templates and then updating the outlines to reflect those templates has many steps:

- Discipline faculty around the state are given the opportunity to share their views in a pre-survey.
- A few faculty are chosen to create the draft templates based on the C-ID for the course together with the pre-survey results.
- Discipline faculty around the state are given the opportunity to share their views on the draft template in a post-survey.
- Templates are finalized and sent to the local colleges.
- Faculty modify the outlines and the curriculum committee approves the modifications.
- The SMCCCD Board approves the modifications.
- The new outlines are submitted to COCI.

Often the information about each step is sent very close to the deadline for participation, so if you are interested in being involved in your discipline, check out the [CCN page \(link to come\)](#) of the Curriculum Committee website and contact the Curriculum Committee Chair or Co-chairs.

The CCN project has currently broken up the list of courses to be updated into three phases: Phase I, Phase II and Phase III. The Phase I courses were updated and approved in Fall 2024 and appear for the first time in the 25-26 catalog.

As of this writing, the templates for only the first few of the Phase II courses have been sent to the colleges. At Skyline, they are to be brought through the committee in Fall 2025 to appear in the 26-27 catalog.

The rest of the templates for Phase II and Phase III will arrive during the 25-26 school year to be approved in time for the 27-28 catalog. It is still unclear whether there will be more phases coming. More updated information appears on the [CCN page \(link to come\)](#) of the Curriculum Committee website.

Committee Procedures & Resolutions

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:

1. 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.

2. 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.

3. 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.

4. 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 Skyline College, 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

Many quantitative indicators must be considered in any discussion of program viability. The 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

5. 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.

6. 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.

Course Repeatability Rules

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).

Sunset Process

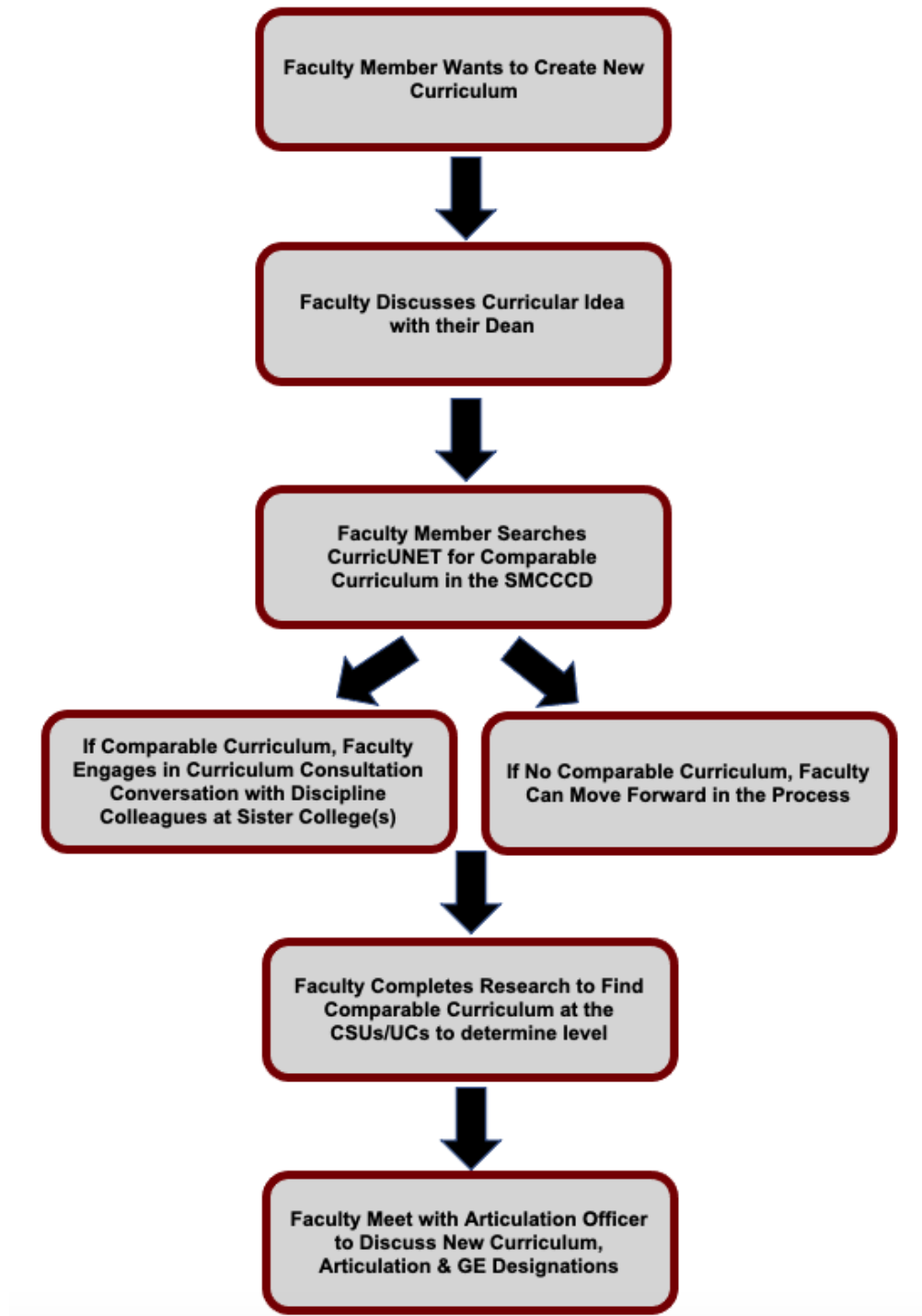
OER/ZTC Resolution

On May 5, 2021, the Skyline College Curriculum Committee passed the [Inclusion and Documentation of Open Educational Resources Options in Skyline College Course Outline of Record](#) resolution to affirm its commitment to adding Open Education Resources (OERs) and Zero Textbook Costs Texts (ZTCs) to all course outlines.

Curriculum Development, Review and Approval Processes

Curriculum Development Process

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



Preliminary Questions and Guidelines

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

1. 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, equity 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.

2. 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.

3. Does the new course 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?

4. Is it appropriate for the Community College level?

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 (courses in Baccalaureate programs are the exception).

5. Does it have a specific purpose?

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.

6. Does it already exist within the San Mateo Community College District?

District curricular alignment is important to ensure healthy enrollment at all three campuses. If one of our sister schools already has the course, the faculty must not only establish the need for the course, but demonstrate how it will not negatively impact the other school's course enrollment. This should happen through the collegial consultation process.

Inter-campus Communication and Consultation Process

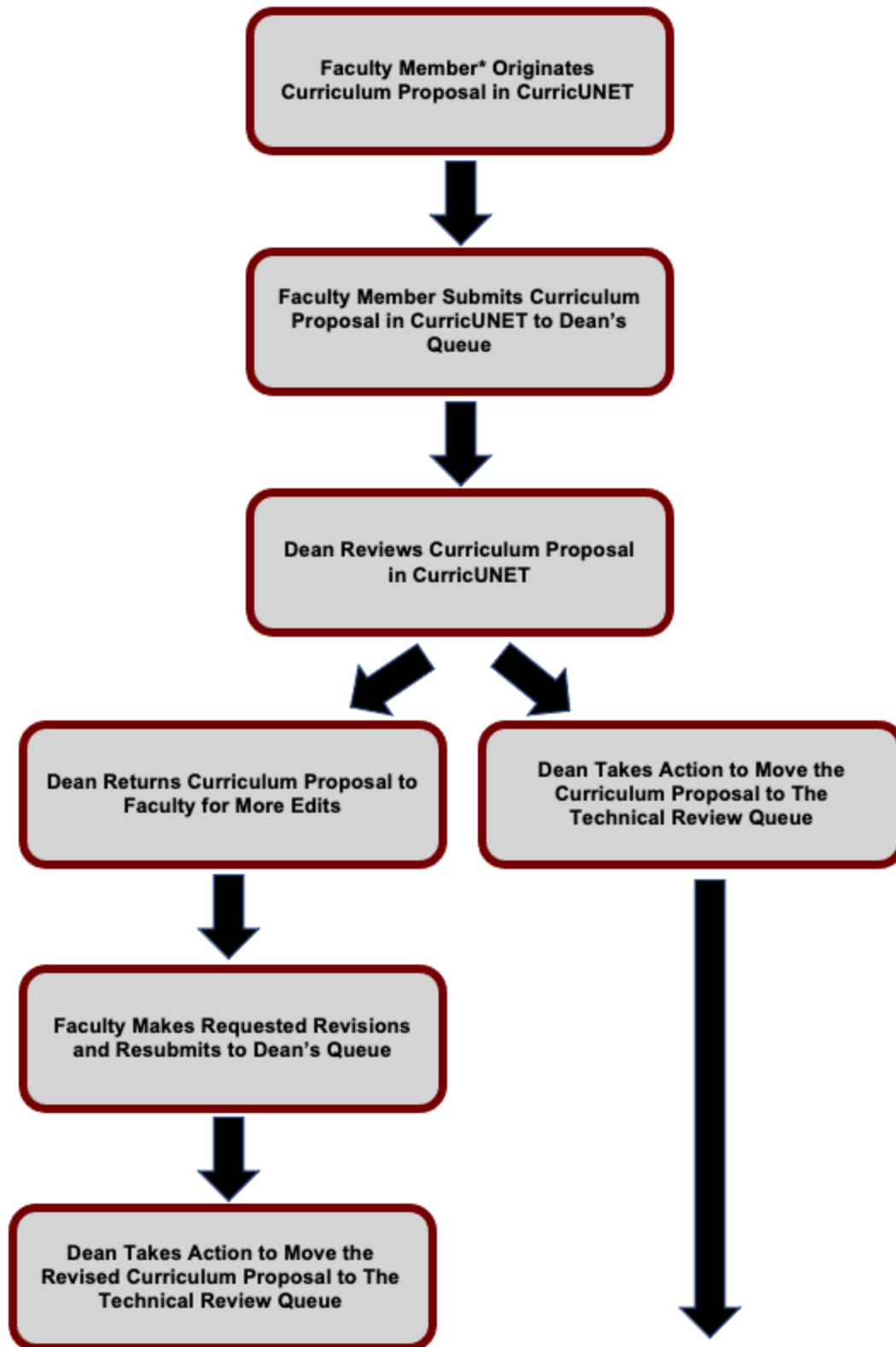
An important preliminary aspect of creating a new course and/or program at Skyline is doing a search on CurricUNET to learn whether or not a similar or equivalent course already exists at CSM or Cañada. If so, the faculty originator and Dean will inform the faculty and Dean(s) in the pertinent discipline(s)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

Curriculum Submission Process

After faculty have completed the steps in the Curriculum Development process, they will initiate new and modified curriculum proposals (including Distance Education courses) in the web-based program [CurricUNET](#).

After consulting with the Curriculum Committee Chair or Co-Chairs and/or the Articulation Officer to schedule the submission, the curriculum will then be submitted to the appropriate Division Dean's CurricUNET queue. The Dean will review and either return the curriculum proposal to the faculty member with a request for changes, or take action to forward the proposal to the Technical Review process.

If the Dean's requests changes, the faculty member will need to make the necessary edits before returning the curriculum proposal to the Dean's queue.



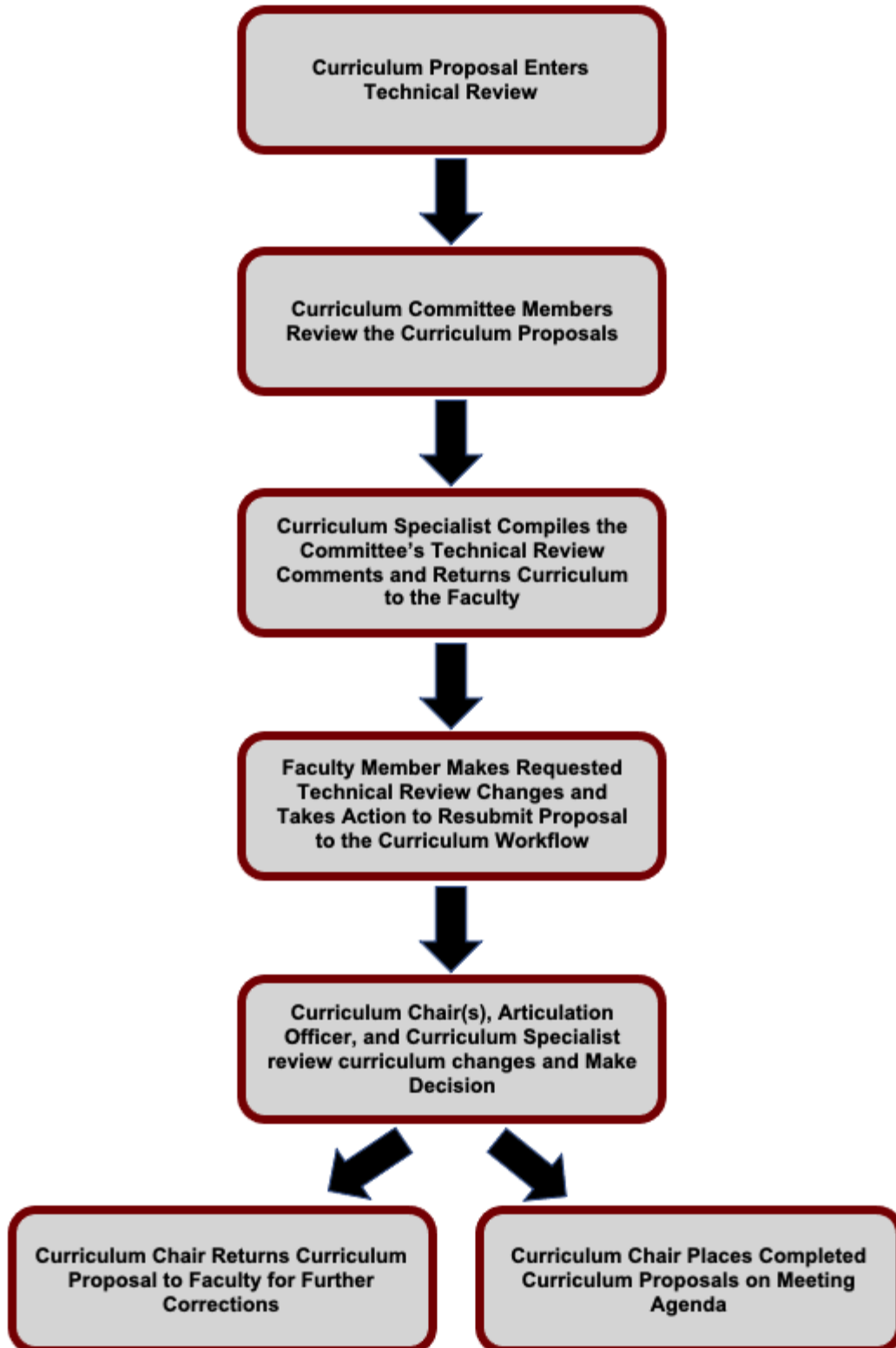
*Originator is a faculty member, as per the 10+1 professional responsibilities of faculty in the California Community College system. When identified as an originator, faculty take responsibility to ensure the curriculum meets California Education Code and Title 5 requirements, as well as SMCCCD guidelines.

The Technical Review Process

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 Chair or Co-Chairs, the Curriculum Committee faculty representatives from each of the divisions where there are instructional departments, the College Articulation Officer, and the Curriculum Specialist in the Office of the Vice President of Instruction.

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 Regulations, the State Chancellor's Office, State legislation, 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. The faculty member will have 2-3 days to make the requested changes and take action in CurricUNET to return the course to the Curriculum workflow in order for it to appear on the next Curriculum Committee meeting agenda.

The curriculum proposal is reviewed one more time by the Curriculum Chair or Co-Chairs, Articulation Officer, and Curriculum Specialist for compliance, accuracy, and completeness in the requested changes. The Curriculum Chair or Co-Chairs then make the decision whether to send the course back for further corrections or place it on the Curriculum Committee meeting agenda. Once a course is placed on the meeting agenda, the technical review process is complete.



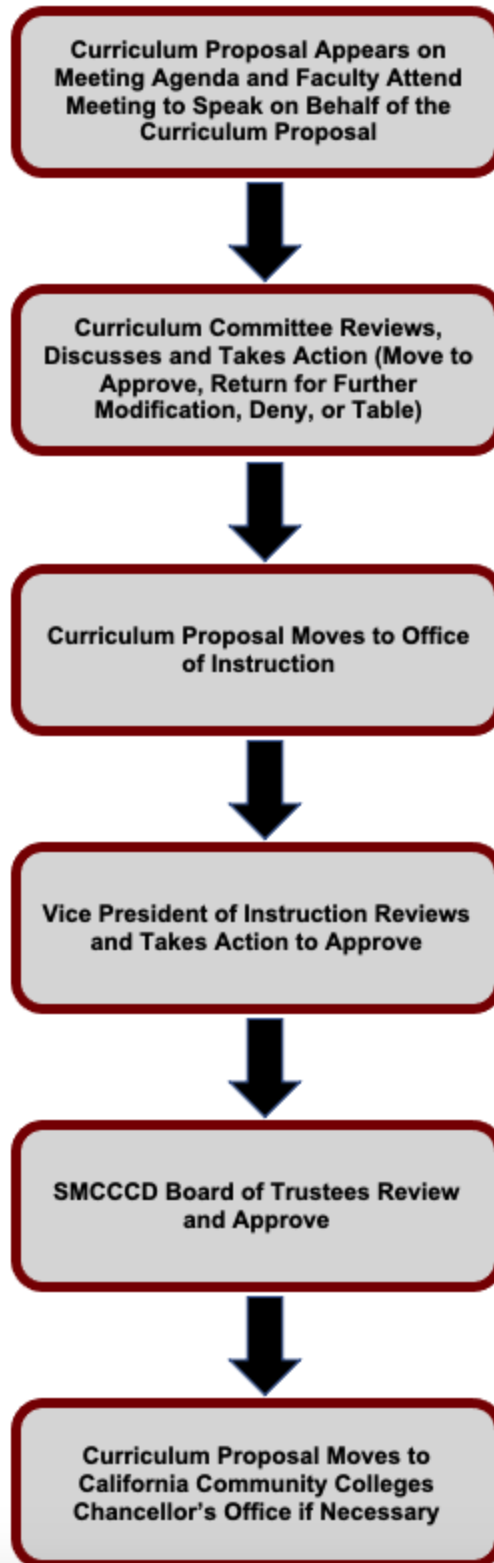
The Curriculum Approval Process

Faculty are asked to attend the Curriculum Committee meeting to speak on behalf of their curriculum proposal(s) and answer any questions the committee might have.

- The Curriculum Chair will recognize the faculty and ask them to quickly explain why the committee is seeing the course.
 - *This is a great time for faculty to quickly explain the reason they are modifying the course.*
- Faculty can also speak to any of the Curriculum Committee technical review comments that they may not have changed or disagreed with.
- The Committee members will then discuss and take action to either approve the course, return the course for more edits, deny the proposal, or table the course to a later meeting date.

Curriculum proposals approved by the Curriculum Committee are forwarded to the Vice President of Instruction for consideration. The Vice President of Instruction then takes action to approve the course and/or program in CurricUNET. Within the Office of Instruction, the Curriculum Committee approval date [and DE approval date on courses, if applicable] is entered on the course and/or program record. The Curriculum Specialist then approves the course and/or program for later implementation and the course and/or program appears in CurricUNET as “Approved”. The Curriculum Specialist also prepares and submits the monthly Curriculum Board Report.

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.



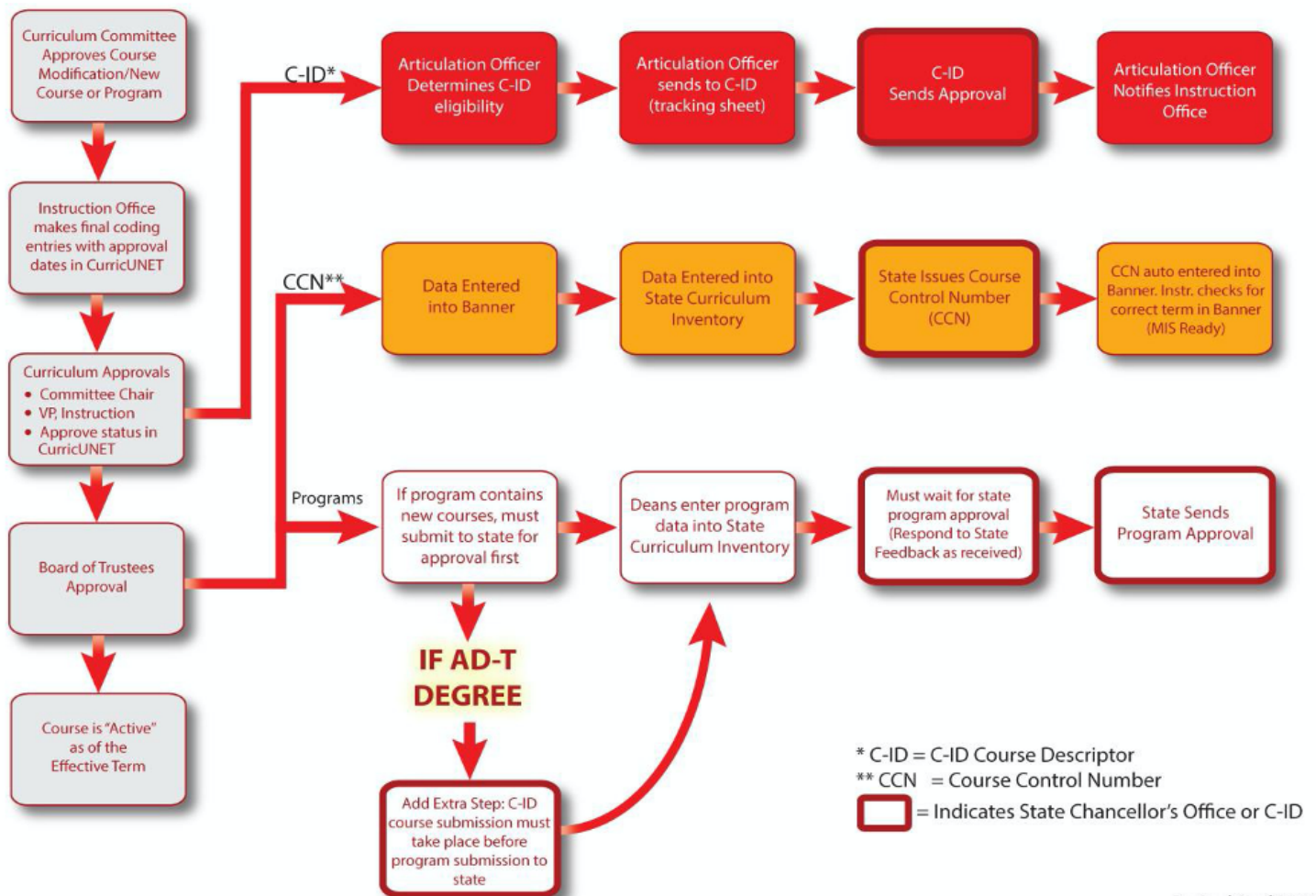
Three Strands of Curriculum Approval: Course, Program, & C-ID

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
3. C-ID approval
 - a. C-ID is a supra numbering 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> or the [C-ID Section of the handbook](#).

Skyline College Curriculum Approval Diagram



Revised April 2014

Types of Courses

Skyline College offers a number of different courses. The following are definitions and explanations of the characteristics of each type of course.

NOTE: All program applicable and stand alone courses are submitted to the California Community College Chancellor's office for chaptering. All non-credit courses are submitted to the Chancellor's Office for review and chaptering.

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.

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 identical, but 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.

NOTE: Each time a course modification is made to one of the course outlines, the other course outline must be modified and presented at the same Curriculum Committee meeting.

Degree-Applicable Credit Courses

As stated in the Program and Course Approval Handbook (PCAH), a course is considered to be degree-applicable when it has been designated as appropriate to the associate degree in accordance with the requirements of Title 5, § 55062 and has been recommended by the college and/or district curriculum committee and approved by the district governing board.

The following types of courses are degree applicable:

1. All lower division courses accepted toward the baccalaureate degree by UC or CSU
2. Courses accepted for transfer to the UC or CSU systems
3. Courses within a TOP code designated as vocational, which are part of an approved CTE program
4. English composition or reading courses not more than one level below the first transfer level course. ESL courses may not be considered under this definition
5. All mathematics courses above and including Elementary Algebra
6. 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)

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

1. **Grading policy**

The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55023. 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.

2. **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:

- a. 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.
- b. The course outline of record shall record the total number of hours in each instructional category specified in governing board policy, the total number of expected outside-of-class hours, and the total student learning hours used to calculate the award of credit.

3. Intensity

The course must be designed with sufficient scope and intensity to require students to spend additional, independent study time outside-of-class time. (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)]

4. 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 (credit or noncredit) that are established, reviewed, and applied in accordance with the requirements of this article. [Title 5, section 55002(a)(2)(D)]

5. 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)]

6. 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)]

7. Level

The course requires learning skills and a vocabulary that the curriculum committee deems appropriate for a college course. [Title 5, section

Deleted Courses (same as Inactivated Courses)

A course that is inactivated is removed from the catalog and also from any associated programs in which it had been included. Inactivating a course will remove all course articulations. Note: A record of the inactivated course is maintained in CurricUNET and can be reactivated should this become appropriate. The timelines for reactivating a course are the same as for a new course.

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 substantive contact (instructor-student and student-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 two types of DE courses:

1. Online courses

Instruction involves regular and substantive online interaction that takes place asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contact hours, including online proctored assessments, are delivered through these online interactions. No in-person assessments are required. No TBA hours can be collected in this type of course.

2. Hybrid courses

Curriculum is designed intentionally and thoughtfully to integrate F2F and online learning experiences. F2F time is reduced, but not eliminated, with the balance of learning being facilitated asynchronously.

- Contact Hours: Hours that a student receives the active instruction; 30-70% of the normal contact hours are now done online (and not F2F)
 - For planning purposes, consider a set selection of percentages for F2F/online contact hours: 30/70, 40/60, 50/50, 60/40, or 70/30
- Face-to-face: Instructors must post pre-scheduled class meeting times and location on WebSchedule and in their course syllabus. The F2F portion is meant to be 'mandatory' for students.
 - Online meetings should be held on District-approved platforms so as to be FERPA-compliant
- Asynchronous Component: Work may include assignments done on the LMS and/or related sites.
- Significant Assessments: Instructors must post whether required exams are online or in-person in WebSchedule and the course syllabus.
- Lectures: Could be conducted in-person or asynchronously, as long as the contact hours are maintained.
- Contact hours: Consistent, pre-scheduled time throughout the semester, clearly identifying the total amount of hours, day/s, and location/s.

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 Distance Education curriculum. Please consult the [CTTL website](#) and the [Distance Education Faculty Handbook](#) 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's and 880's)

One type of stand-alone credit course is the experimental course. In general, this is a course for which full information on some approval criteria, 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:

1. 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.
2. New curriculum to meet business or community educational needs must be developed quickly.
3. A department wants to “test the waters” with a new direction in curriculum.
4. 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.

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. It is essential that experimental courses maintain the same standards and rigor as established curriculum as 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.

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 non degree-applicable courses.

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.

Semester limits on experimental courses

Courses using a 680 or 880 number may be offered no more than two terms. After an experimental course has been offered twice, it must be submitted to the Curriculum Committee for approval as a regular course, or Skyline College must discontinue offering the course as experimental.

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.

Independent Study Courses (695's)

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.

Internship Courses (672'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. Internship courses require a prerequisite of coursework to be completed prior to the internship.

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 Office of Instruction for a course number.

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 304.1: Walking Fitness I
FITN 304.2: Walking Fitness II
FITN 304.3: Walking Fitness III
FITN 304.4: Walking 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.
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.

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.

Title 5, section 55002(b), requires that non degree-applicable credit courses be approved by the college Curriculum Committee and District governing board.

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):

1. **Grading policy:** same as for degree-applicable credit courses.
2. **Units:** same as for degree-applicable credit courses.

3. **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.
4. **Prerequisites and Corequisites:** Title 5 allows a college to require prerequisites or corequisites for non degree-applicable courses. Non degree-applicable courses must follow the standards, criteria, and approval process for prerequisites and corequisites outlined in Title 5, section 55003.

Prerequisite 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 they feel it has already been met.

A course is considered to be part of an approved program when:

1. It is a required course for a degree or certificate in a program approved by the Chancellor's Office.
2. 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.
3. It is part of an approved general education pattern (i.e. Cal-GETC 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 16 semester units (Certificate of Specialization).

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 Topic Courses (665's and 667's)

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*, 8th ed., p. 52). 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 Course

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 16 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 chaptering. 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 a 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.

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:

1. **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.

2. **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.

3. Refinement

Students build upon lower division coursework, applying that knowledge and skill set more discerningly or in more challenging contexts.

4. 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.

5. Bridging function to move students from lower division competency to upper division mastery

6. An integrative function

Students integrate knowledge and experience gained from earlier studies.

7. Currency

More currency in the field of study than foundational lower division courses.

8. Practicums, workforce training, and/or apprenticeships

9. Assignments

- a. Should require lower division knowledge and apply that knowledge as demonstrated measures of critical thinking through writing, oral communication, and/or computation.
- b. Emphasize synthesis, integration, and critical thinking.
- c. Rigorous research and writing assignments that require critical thinking.
- d. A student self-evaluation component (e.g. portfolios and capstone projects).
- e. Other types of independent learning projects.
- f. Case studies featured.

10. The Course Outline of Record

- a. Higher level SLOs (reflecting greater complexity, depth, breadth, and specialization).
- b. 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.

Work Experience Education Courses (WORK 670)

Work Experience Education (WEE) courses give students the opportunity to earn elective units of credit for work experience. In 2023, Title 5 was revised ([section 55250](#)) and removed the distinction between **Occupational Work Experience Education** and **General Work Experience Education**.

The purpose of Work Experience Education is to provide students with an integrated instructional program that provides opportunities to connect academic curricula to applied experiential learning in the workplace. It includes student employment and/or internships that provide meaningful work experiences related to the student's course of study, or specific career pathway training, combined with instruction in critical workplace skills.

The Work Experience Education instructor and the student establish learning objectives related to the student's employment. One unit of credit for every 48-54 hours worked, paid or unpaid, per semester, with a maximum of six 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.

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

Creating New Courses

When developing new courses, 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 Course Outline of Record

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 the 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, but cannot mandate points of view or teaching strategy.

A faculty member(s) who creates a COR does not “own” it, i.e. 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), faculty may make a request to the Curriculum Specialist to “clone” a course outline from one of the other colleges within the SMCCCD.

The introduction to [*The Course Outline of Record: A Curriculum Reference Guide Revisited*](#), (ASCCC, 2017) 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 (Cal-GETC) 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

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.

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:

1. **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.

2. **Intensity 55002(a)2C**

The course treats subject matter with a scope and intensity (ie. length and frequency) that requires students to study independently outside of class time.

3. **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.

4. **Level 55002(a)2G**

The course requires learning skills and a vocabulary that the curriculum committee deems appropriate for a college course.

5. 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).

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.

Additionally, a syllabus provides the specific policies and information pertaining to a course during a specific semester. When faculty write syllabi for courses, they should utilize a student-ready, equity minded perspective, as well as consult department or division guidelines and 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 sample COR can be found in Appendix B of this Handbook.

Important Guidelines and Rules to Note While Creating the Course Outline of Record

Course Numbering

To determine an appropriate course number, please contact the Curriculum Specialist in the Office of Instruction. Course numbers are assigned by the Office of Instruction after consultation with their counterparts at the other two campuses, Vice President of Instruction, and 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

A Student Learning Outcome (SLO) is a clear statement of what a student will be able to do with what they have 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:

1. States what a learner will be able to do upon successful completion of a course, program, service, and/or degree or certificate
2. Is expressed using active verbs, and incorporates one or more of the domains of learning (cognitive, psychomotor, or affective)
3. Is assessable and measurable

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:

1. Cognitive (knowledge and understanding)
2. Psychomotor (physical skills and abilities)
3. Affective (attitudes, behaviors, and values)

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

For complete information on writing SLOs, please reference the [Skyline College SLOAC Framework: An Implementation Guide for the Student Learning Outcomes and Assessment Cycle SLOAC](#).

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.”

Hours and Units Calculation

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).

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

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

LAB (@.75)							
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

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

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.

Unit Increments Issued

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

Work Experience Education

Colleges in the SMCCCD award units for work experience according to CCCCCO guidelines. 48-54 hours of paid or unpaid work is equal to 1 unit of semester credit.

References

California Community Colleges Chancellor's Office (October 2015) *Hours and units calculations*. Retrieved from

https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Educational-Services-and-Support/Academic-Affairs/Whats-New/Files/HoursandUnitsCalculationsforCreditCoursesInstructions_pdf.pdf

Walker, P.D. (October 2015) *Policy change for hours and units calculations for credit courses*. Retrieved from https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Educational-Services-and-Support/Academic-Affairs/Whats-New/Files/AA-26_PolicyChange_HoursandUnitsCalcsCreditCoursesMemo_pdf.pdf

Prerequisites, Corequisites 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**

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**

Signify that a body of knowledge or course skill(s) is essential to the success of a student in a course. However, this body of knowledge or course skill(s) 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. As such, faculty are responsible for providing justification and validation for all requests for prerequisites, corequisites and recommended preparations, 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 the California Community College 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:
 - a. Prerequisite and/or corequisite is required by law or government regulations (Cite the appropriate section of the legal code.)
 - b. The course is part of a lecture/lab course pairing within a discipline.
 - c. 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.)
 - d. 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](#)

[Board Procedure 6.14.1. Prerequisites and Corequisites](#)

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:

- **Does the course meet the definition of a CSU Baccalaureate course?**

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.

- **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.

- **Does the course meet the requirements for submission as a GE course?**

For a course to be eligible for transfer, it must first be approved for CSU Transferability. It is the CCC Curriculum Committee's responsibility to determine

if a course is [baccalaureate level](#), CalState allows the CCC Curriculum Committees to approve courses for CSU Transferability. Once approved by the CCC as CSU Transferable, a course is eligible for submission for UC-TCA and Cal-GETC.

- **Does the course meet the requirements for submission to Cal-GETC?**

Although the Curriculum Committee deems a course suitable for CSU transfer, it must be submitted separately for UC Transfer and Cal-GETC approval. Before a course can be submitted for Cal-GETC, it must first be approved as UC transferable by being approved for UC-TCA (UC Transfer Course Agreement); course submissions happen in July and decisions arrive in October. Following UC-TCA approval, courses seeking Cal-GETC attributes will be submitted in December and decisions arrive in May; the entire transfer articulation process takes approximately 1 - 1.5 years. Due to potential impacts on student transfer, new courses going through the articulation process may only be offered after all the transfer attributes are obtained.

- **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

We are no longer able to develop courses with TBA hours, based on the California Community Colleges memorandum dated May 27, 2025, outlining changes to the Standardized Attendance Accounting Regulations. These regulations no longer permit the development of courses with TBA hours.

Instructional Materials Fee

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.

Fee Requirements

1. 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.

2. 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.
3. If you need to change a Materials Fee, you must submit a *Modified Course Proposal*.
4. 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.
5. 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).
6. 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

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 in CurricUNET identifies appropriate values for MIS data elements in the Course Basic Record reported to the California Community College 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 116 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 Curriculum Specialist in 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).

Modifying, Inactivating (Deleting), & Reactivating Courses

Modifying Courses

Faculty are responsible for making certain that CurricUNET has accurate and current information about courses. 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 7-year cycle.

Things to Keep in Mind When Modifying Courses

- Only courses with an “ACTIVE” status on CurricUNET can be modified.
- You cannot modify a course that has a modification pending in CurricUNET.
- Modifications are done by catalog year, so any approved modification will not become active until the following catalog year.
- **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, but 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 and bring them through the same curriculum committee meeting for approval. Each course must be modified and submitted separately on CurricUNET.
- In order for course modifications to be effective for a specific term, faculty must meet the deadlines noted on the Curriculum Committee calendar.

[Need Help Starting a Course Modification?](#)

Detailed directions for completing and submitting course modifications can also be found on the [CurricuNET](#) page of the Curriculum Committee website.

Deleting (Inactivating) Courses

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

Deleting a course removes it from the catalog and from any associated programs in which the course has been included. Deleting a course removes all course articulations. If the course is later reactivated, it must be re-submitted for articulation.

How to Delete a Course:

1. The faculty member(s) in collaboration with the Dean must contact the college Articulation Officer and request an *Articulation Impact Report*. This report will apprise faculty of all articulation concerns regarding the decision to delete.
2. Next, the faculty member(s) in collaboration with the Dean must contact the Curriculum Specialist in the Office of Instruction and request a *Proposal Impact Report*. This report will specify programs (i.e. courses, degrees and certificates) that will need to be modified as a result of deleting the course or courses.

NOTE: Deleting courses could impact Skyline College programs outside your discipline that include your course(s) in their program. Therefore, the Office of Instruction will work with the faculty and Deans to help notify 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.

3. Once the decision has been made to delete the course(s), the faculty member and Dean will work together to submit a Deletion Memo (in Word format - via email) to the Curriculum Specialist in the Office of Instruction addressed to the Curriculum Committee.

The memo needs to include the following:

- a. Department, course number(s), and course title(s)
- b. Reason(s) for deleting the course(s)
- c. Any data that supports the reason(s)
- d. The catalog year in which the deletion becomes effective, which is typically the following academic year (e.g. 2026-27 catalog)

- e. Both faculty and Dean signatures
4. The Curriculum Committee Chair or Co-Chairs will work to place the deletion memo on the next available Curriculum Committee meeting.
NOTE: Faculty are expected to attend the Curriculum Committee meeting to present the justification for deleting their course(s).
5. The Committee will then move to approve or deny the deletion request.

Reactivating Courses

Reactivating a course brings it back into “active” status from its previously “deleted” status. Since a deleted course has lost all its articulation agreements, if a faculty member wants to reactivate a deleted course they must create the course anew, and submit a *New Course Proposal* on CurricUNET. The screens from the deleted course are still accessible on CurricUNET, so content that will be the same can be copied and pasted into the new course.

How to Make an Experimental Course a Regular Course Offering

If a department wants to offer the experimental course on an ongoing basis, a regular department/course number must be assigned. Faculty will work with his/her/their Dean and the Instruction Office to determine the regular course number. Alignment with courses (and course numbers) across the district is a consideration when selecting permanent course numbers.

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 in CurricUNET so that the new course is complete.

Finally, the new, ongoing course must be approved by the Curriculum Committee.

Types of Certificates and Degrees

Certificates

Skyline College offers three types of certificates in specified occupational fields:

- **Certificates of Achievement**

Certificates of Achievement represent a well-defined pattern of learning experiences (not just an accumulation of courses) designed to develop certain capabilities that may be oriented to career or GE.

Title 5, § 55070 defines Certificate of Achievement as a credit certificate that appears by name on a student transcript, diploma, or completion award.

1. All Certificates of Achievement must be submitted to the Chancellor's Office for chaptering.
2. Certificate of Achievement can include coursework taken to satisfy transfer patterns established by the UC, CSU, or accredited public postsecondary institutions in adjacent states.
3. Certificates of Achievement that consist solely of basic skills and/or ESL courses are not permitted.

Certificates of Achievement at Skyline College are generally 16 to 30 semester units and will be posted to a student's transcript.

NOTE: Only certificates of 16 units or more are eligible for Federal Financial Aid.

- **Certificates of Specialization**

Certificates of Specialization are awarded in certain occupational fields upon satisfactory completion of a specific course of study in a locally approved program.

At Skyline College these certificates are generally 8 to 15.5 semester units and are **not** posted to a student's transcript.

Associate Degrees *

All associate degrees in the California Community College system are classified in four general categories:

- **Associate Degrees for Transfer (ADT)**

These degrees must meet all requirements of SB 1440 and Ed Code § 66746

1. Associate in Arts for Transfer (AA-T)
Must be used for all other disciplines
2. Associate in Science for Transfer (AS-T)

Must be used for any Science, Technology, Engineering, or Mathematics (STEM) field and CTE programs

- Local Degrees

These degrees must meet all requirements set forth in Title 5 § 55061

1. Associate of Arts (AA)
Strongly recommended for all other disciplines
2. Associate of Science (AS)
Strong recommended for any Science, Technology, Engineering, or Mathematics (STEM) field and CTE programs

Associate Degree for Transfer (ADT) *

Associate Degrees for Transfer (ADT) were developed in response to Senate Bill 1440 (Padilla, 2010) and California Education Code section § 66746 that required California community to develop and offer “Associate Degrees for Transfer,” which fulfill the lower division component of a baccalaureate major at a California State University.

The designators for the Associate in Arts for Transfer (AA-T) and the Associate in Science for Transfer (AS-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.

Note: As of Fall 2025 in response to AB 928, Cal-GETC has replaced IGETC and CSU GE. The language of Title V is being modified at the time of this handbook update. For example, Ed Code § 66746 will no longer exist. The information about associate degrees in Title 5 currently resides in § 55060-55064.

ADT Requirements

These degrees 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. Complete the California General Education Transfer Curriculum (Cal - GETC) pattern. This satisfies the lower-division general education requirements for both CSU and UC systems.

- 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:

NOTE: The law authorizing these degrees requires that students must earn a “C” or better in all courses required for the major or area of emphasis. A “P” (Pass) grade is also an acceptable grade for courses in the major if the course is taken on a Pass/No Pass basis.

Education Code § 66746(b) prohibits a community college district from imposing any additional course requirements for a student to be eligible for the associate degree for transfer, and subdivision (e) prohibits allowing remedial non-collegiate level coursework to be counted toward the units required for the associate degree for transfer (AA-T or AS-T).

ADT Development & Approval

The following standards apply to the development and approval of the Associate Degree for Transfer:

1. 60 semester units or 90 quarter units
2. Minimum 18 semester or 27 quarter units in major or area of emphasis
3. Must use Cal-GETC
4. May include transferable electives to reach 60 semester units or 90 quarter units
5. No local graduation requirements not specified or permitted in the statute
6. Must align with structure of TMC
7. Constituent courses must have either C-ID or articulation/transfer status with CSU as specified on the TMC and the Chancellor’s Office Template.

ADT Benefits

These degrees offer California Community College students a number of benefits:

1. Guaranteed admission with junior status to any community college for a student who meets all of the requirements for the ADT.
2. 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)
3. 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).

4. 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.

Local Associate Degrees *

The general standards for the Associate degree are set forth in Title 5, § 55061 which specifies the following requirements:

1. At least 18 semester units or 27 quarter units in a major or in an area of emphasis
2. At least 21 semester units or 28 - 31.5 quarter units of GE
 - a. These GE units must come from the following areas:
 - i. English Composition, Oral Communication, and Critical Thinking (minimum of 6 semester units)
 - ii. Mathematical Concepts and Quantitative Reasoning (minimum of 3 semester units)
 - iii. Arts and Humanities (minimum of 3 semester units)
 - iv. Social and Behavioral Sciences (minimum of 3 semester units)
 - v. Natural Sciences (minimum of 3 semester units)
 - vi. Ethnic Studies (minimum of 3 semester units)
 - b. The remaining units may be used for local graduation requirements or electives, as permitted for the degree type.
3. At least 60 total semester units or 90 quarter units

Baccalaureate Degrees *

Education Code Section 78040 et seq., authorized the California Community Colleges Board of Governors to establish baccalaureate degree pilot programs in up to 15 districts, with one baccalaureate program each, as determined by the chancellor of the California Community Colleges and approved by the board of governors.

All baccalaureate degrees offered by a California Community College must meet the following requirements:

1. A combination of lower division and upper division coursework totaling a minimum of 120 semester or 180 quarter units that are applicable to a baccalaureate degree as defined within these guidelines.
2. Completion of the California General Education Transfer Curriculum (Cal-GETC) pattern.
3. Completion of a minimum of 24 semester or 36 quarter units of upper division courses, including a minimum of six semester or nine quarter units of upper division general education.
4. An identified major that includes a minimum of 18 semester or 27 quarter units of lower division courses and 18 semester or 27 quarter units of upper division courses.

All baccalaureate degree curricula must be submitted to the California Community Colleges Chancellor's Office.

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, engaging, and relevant programs. When determining whether a new program should be proposed, faculty should consider the following questions and guidelines:

1. **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, equity 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.

2. 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.

3. Does the new program 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?

4. Is it appropriate for the Community College level?

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 (Baccalaureate programs are the exception).

7. Does it have a specific purpose?

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 vocational or recreational.

8. Does it already exist within the San Mateo Community College District?

District curricular alignment is important to ensure healthy enrollment at all three campuses. If one of our sister schools already has the program, the faculty must not only establish the need for the program, but demonstrate how it will not negatively impact the other school's course enrollment. This should happen through the collegial consultation process.

Inter-campus Communication and Consultation Process

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

Creating a New Program

When faculty are interested in designing a new program, they should email the Curriculum Chair or Co-Chairs and request a Preliminary Curriculum Consultation meeting. This meeting will include the Articulation Officer, Curriculum Chair or Co-

Chairs, Curriculum Specialist, Dean, faculty member, and Vice President of Instruction. It is an opportunity, early in the curriculum construction process, for all constituents to ask questions, discuss requirements, review templates, and develop a plan and timeline for the creation and review of the new program.

After the Preliminary Curriculum Consultation meeting, the Committee highly recommends that faculty meet with the Instructional Design team in the Center for Transformative Teaching and Learning (CTTL), as well as the Articulation Officer. Both of these resources can help with the construction of the courses and understanding requirements, transferability, and templates respectively.

NOTE: If faculty are interested in creating an Associate Degree for Transfer (ADT), they need to review the [Transfer Model Curriculum](#). Here too is the [C-ID/TMC/ADT handbook](#).

Then, when faculty are ready, they will create new program proposals using the [CurricUNET](#) online system. A program proposal requires a justification and description of the program, career opportunities, the Meta-Major, program learning outcomes, and a list of required and elective courses to complete the program.

NOTE: Before a program proposal can be submitted faculty must create, submit, and receive approval from the Curriculum Committee, and Board of Trustees, for all **courses** that are to be included in the degree or certificate.

The Curriculum Committee reviews all new program proposals and [required documentation](#), 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. Skyline College may not offer students the certificate or degree until approval from the Chancellor's Office has been received.

When developing a new program, it is essential that faculty consult the Curriculum Committee calendar and adhere to publication and articulation deadlines. To better support students, the Curriculum Committee requires all new certificate and degree programs to be submitted no later than the last Curriculum Committee meeting in December.

Detailed directions for creating a new program proposal can also be found on the [CurricUNET](#) page of the Curriculum Committee website.

Proposing a New Program When No Disciplinary or Content Expert is on the Skyline College Faculty

Whenever new programs and/or departments are being developed, Deans must submit a memo to the Curriculum Committee. 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 no disciplinary or content experts are currently on the Skyline faculty, the memo must 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)

Required Documentation for New Programs

Career Technical Education (CTE) Programs

Before submitting the program proposal in CurricUNET, the Curriculum Committee requires CTE programs obtain the following for their specific program:

- Program Narrative and list of required courses
- Labor Market Information (LMI data) & Analysis
 - Within five years of proposal and regional to the college
 - Data on wages should be included
- Regional Consortia Recommendation
- Advisory Committee Recommendation (can be in the form of meeting minutes)

These documents must be included in the program proposal in CurricUNET on the “**Attach Files**” screen.

NOTE: The Curriculum Committee will not place the program proposal on the meeting agenda for approval until all documentation is submitted.

Transfer Programs

Before submitting the program proposal in CurricUNET, the Curriculum Committee requires faculty to upload the Program Narrative (and TMC Template Worksheet when applicable) to the “**Attach Files**” screen in CurricUNET.

NOTE: The Curriculum Committee will not place the program proposal on the meeting agenda for approval until all documentation is submitted.

Presentation of a New Program Proposal at a Curriculum Committee Meeting

Faculty will be asked to discuss the following when presenting a new program proposal at a Curriculum Committee meeting:

1. Program goals
2. 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.
3. Feasibility: resources required to operate the program and how those resources will be obtained.
4. Program Learning Outcomes
5. Courses: required and elective
6. Math Placement (BSTEM, SLAM, or both)
7. Meta-Major Placement

Modifying Certificates, Degrees and 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, Meta-Major, 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 7-year cycle.

Things to Keep in Mind When Modifying Programs

- Only programs with an “ACTIVE” status on CurricUNET can be modified.
- You cannot modify a program that has a modification pending in CurricUNET.
- Program modifications are done by catalog year, so any approved modification will not become active until the following catalog year.
- **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, the members 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.
- Deleting and/or adding courses could alter certificates and degrees in your discipline. If a course is deleted and/or added, faculty must complete a program modification for all impacted programs in their discipline in order to keep the program descriptions accurate. Note: Faculty must also inform any other disciplines impacted by a course deletion.
- In order for program modifications to be effective for a specific term, faculty must meet the deadlines noted on the Curriculum Committee calendar.

[Need Help Starting a Program Modification?](#)

Detailed directions for modifying program proposals can also be found on the [CurricuNET](#) page of the Curriculum Committee website.

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 constitute a program redesign, not a program modification. Another example of a 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 need to contact the Chair or Co-Chairs of the Curriculum Committee and request a Curriculum Consultation Meeting. This meeting will include the Articulation Officer, Curriculum Chair or Co-Chairs, Curriculum Specialist, Dean, faculty member, and Vice President of Instruction. It is an opportunity, early in the curriculum redesign process, for all constituents to ask questions, discuss, and develop a plan and timeline for the changes.

Faculty are strongly encouraged to create a “before and after” chart to bring to this meeting which lists the required and elective 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.

Deleting Certificates, Degrees and Programs

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

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

How to Delete a Certificate or Degree

1. The faculty member(s) in collaboration with the Dean will contact PRIE to determine how many active students are in the degree or certificate program.
2. The faculty member(s) in collaboration with the Dean must contact the college Articulation Officer and request an *Articulation Impact Report*. This report will apprise faculty of all articulation concerns regarding the decision to delete.
3. The faculty member(s) in collaboration with the Dean will design/determine the student communication and teach out plan. These will be presented to the Curriculum Committee when the deletion request comes to the committee for approval.
4. Once the decision has been made to delete the program(s), the faculty member and Dean will work together to submit a Deletion Memo (in Word format - via email) to the Curriculum Specialist in the Office of Instruction addressed to the Curriculum Committee.

The memo needs to include the following:

- a. Division and Department
 - b. Title of Certificate or Degree being deleted
 - c. Reason(s) for deleting the program(s)
 - d. Any data that supports the reason(s)
 - e. The catalog year in which the deletion becomes effective, which is typically the following academic year (e.g. 2026-27 catalog)
 - f. The teach out plan for students
 - g. Both faculty and Dean signatures
5. The Curriculum Committee Chair or Co-Chairs will work to place the deletion memo on the next available Curriculum Committee meeting.
- NOTE:** Faculty are expected to attend the Curriculum Committee meeting to present the justification for deleting their program(s). The Committee will also expect to hear the teach out and communication plan that has been created for students.
6. The Committee will then move to approve or deny the deletion request.

Impact of Deleting Certificates and Degrees

When a degree or certificate is deleted, Skyline College is actively making the decision to no longer offer coursework to award the degree and certificate. If students have

started a program, and not finished it they would be impacted by the deletion. If the degree or certificate is stackable or required for entrance into another program, students would be impacted by the deletion. Thus, it is important for us to understand the larger picture of student impact before deleting a program.

Reactivating Certificates, Degrees and Programs

Reactivating a program brings it back into “active” status from its previously “deleted” status. Since a deleted program has lost all its articulation agreements, if a faculty member wants to reactivate it they must create the degree or certificate anew, and submit a *New Program Proposal* on CurricUNET.

CurricUNET

CurricUNET is a computer program, created and maintained by the [Curriqunet Company](#), is 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](#).

Course Statuses in 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.
- **Historical**
A past course outline of record which is 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. We like to call deleted courses “inactivated” to emphasize that they are not deleted from the database, just are no longer in our catalog so cannot be offered.

NOTE: Only authorized faculty are allowed access to CurricUNET. To become a registered CurricUNET user, faculty must contact their 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 Screens - Overview

The Course Outline of Record (COR) is made up of 26 CurricUNET screens. For more information on the type of information and expectations of each screen, please visit the [CurricUNET Screens: A Quick Reference Guide](#)

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.”

Curriculum Resources & How To's

Resources:

- [Program Course and Approval Handbook \(PCAH\)](#), (8th ed., 2023)
- [The Course Outline of Record: A Curriculum Reference Guide Revisited](#), (2017)
- [CurricUNET Screens: A Quick Reference Guide](#)
- [CurricUNET Screens/Fields That Have New Requirements](#)

How To Guides:

- [How to Complete a CurricUNET Search](#)
- [How to Start a Course Modification](#)
- [How to Start a Program Modification](#)
- [How to Add a DE Addendum](#)
- [How to Know if Your Course Aligns to a C-ID Descriptor](#)
- [How to Find the C-ID Descriptor for my course](#)
- [How to Read the Curriculum Committee Calendar](#)
- [How to Place Courses into Disciplines](#)

Glossary of Terms

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.

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. Sample 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

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.

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

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.

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.

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.

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 gasses
- B. Projections for future climate change
- C. Impacts of modern climate change
- D. Mitigation and Response to observed climate change

Lab Content:

1. Composition of the Atmosphere
 - A. Graphically representing the composition of the atmosphere
 - B. Describing composition of permanent versus variable gases
2. Earth-Sun Relationships
 - A. Calculating solar altitude
 - B. Reading an Analemma
 - C. Describing changing relationships between day length and solar angle
3. Temperature
 - A. Comparing daily solar insolation patterns by latitude and date
 - B. Describing temperature control patterns in the context of climate and weather conditions
4. Atmospheric Moisture
 - A. Calculating relative humidity
 - B. Calculating dew point
 - C. Using sling psychrometer to measure humidity
 - D. Calculating adiabatic temperature change
5. 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
6. Wind Patterns
 - A. Describing wind patterns
 - B. Relating changes in insolation and atmospheric pressure to changes in wind
7. 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.
- 8. 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 a midlatitude cyclone in the midlatitudes.
- 9. 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
- 10. 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
- 11. 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
- 12. 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
- 13. Modeling and Interpreting Climate Change Data
 - A. Comparing historical to modern atmospheric composition data to draw relationships between atmospheric composition and temperature

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

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.

REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

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

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*

For a 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 (FT/PT faculty who have 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

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 Educational Access Center office (EAC) at (650) 738-4280.

<https://skylinecollege.edu/educationalaccesscenter/>

Title IX Statement

Include the following statement in your syllabus:

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 the [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

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