

SKYLINE
COLLEGE

CURRICULUM HANDBOOK 2026-2027

Curriculum Review & Approval Processes
Curriculum Development Resources
CurricUNET Guides



**Skyline
College**

Skyline College

Curriculum Committee Handbook

2026-2027

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Preface

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 Basics

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:

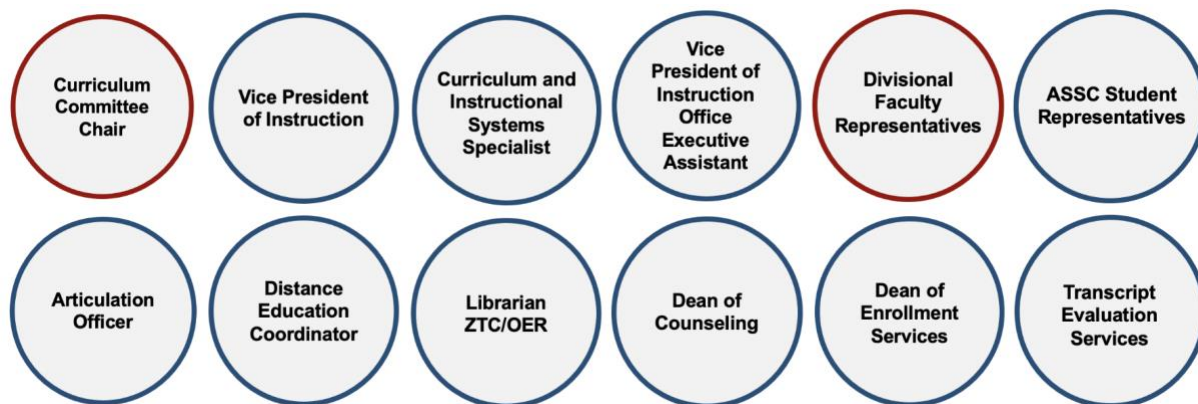
- New and modified Course Outlines of Record (COR)
- New and modified Programs, Degrees, and Certificates
- Course for Distance Education
- Prerequisites, co-requisites, and recommended preparation for courses

- Course repeatability limits
- Course material fees
- Credit hours – i.e. the Carnegie Unit
- Assigning courses to the appropriate discipline(s)
- Course applicability to general education requirements, degrees, and certificates
- Course articulation and transfer
- Deactivating courses, certificates, and degrees

Committee Membership

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

Image Illustrating Committee Membership



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(s) 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). The divisions included are:

- 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

Instructional 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/deactivated courses and/or programs
- Requests to deactivate courses

- Requests to deactivate 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.

Committee Governing Requirements:

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 California Legislature's website on the 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 (§ 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 CCCCCO 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 CCCCCO 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 9th edition (2026). 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, § 55063, and Education Code, § 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) ([CCC Associate Degree for Transfer \(ADT\) Submission Forms page](#)).

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 current 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 2027 would be submitted for UC-TCA by the Articulation Officer in July 2027 and decisions would arrive in October 2027; an approved course would then be submitted for Cal-GETC in December, decisions would arrive by May 2028, and ideally the course could be offered for the first time in Fall 2028.

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.

With CCN faculty need to follow a COR template that was developed with statewide faculty input. Some parts of COR must copy the template wording identically while other parts of the COR can have local language.

The first phase, Phase I, of implementation started in Fall of 2025 with foundational courses in high-volume subjects such as English, communication studies, psychology, and statistics. Then, this work continued in Fall of 2026, with Phase IIA and B, with courses such as history, economics, art history, and calculus.

Sections in the Course Outline of Record that are Part of 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, Part I, 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, Part I, and an optional part, Part II. 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 II.

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 I and an optional Part II. Because the CurricUNET screen has several methods as check boxes followed by a text field, we recommend using the text field for Part I, 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.

It is still unclear whether there will be more phases coming. More updated information appears on [California Community Colleges Chancellor's Office Common Course Numbering Project page](#) and on [our local Curriculum Committee Common Course Numbering page](#).

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).

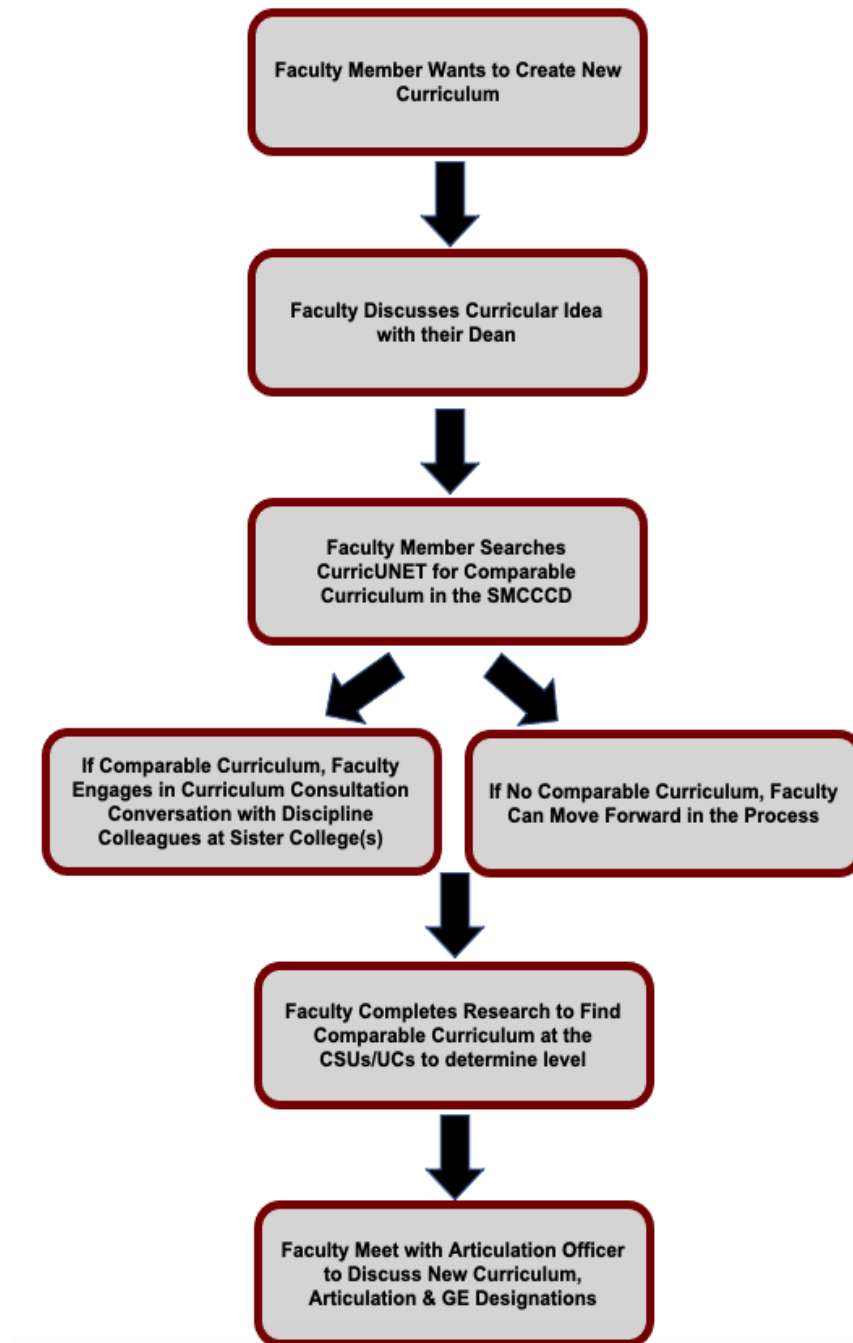
OER/ZTC Resolution

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 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 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

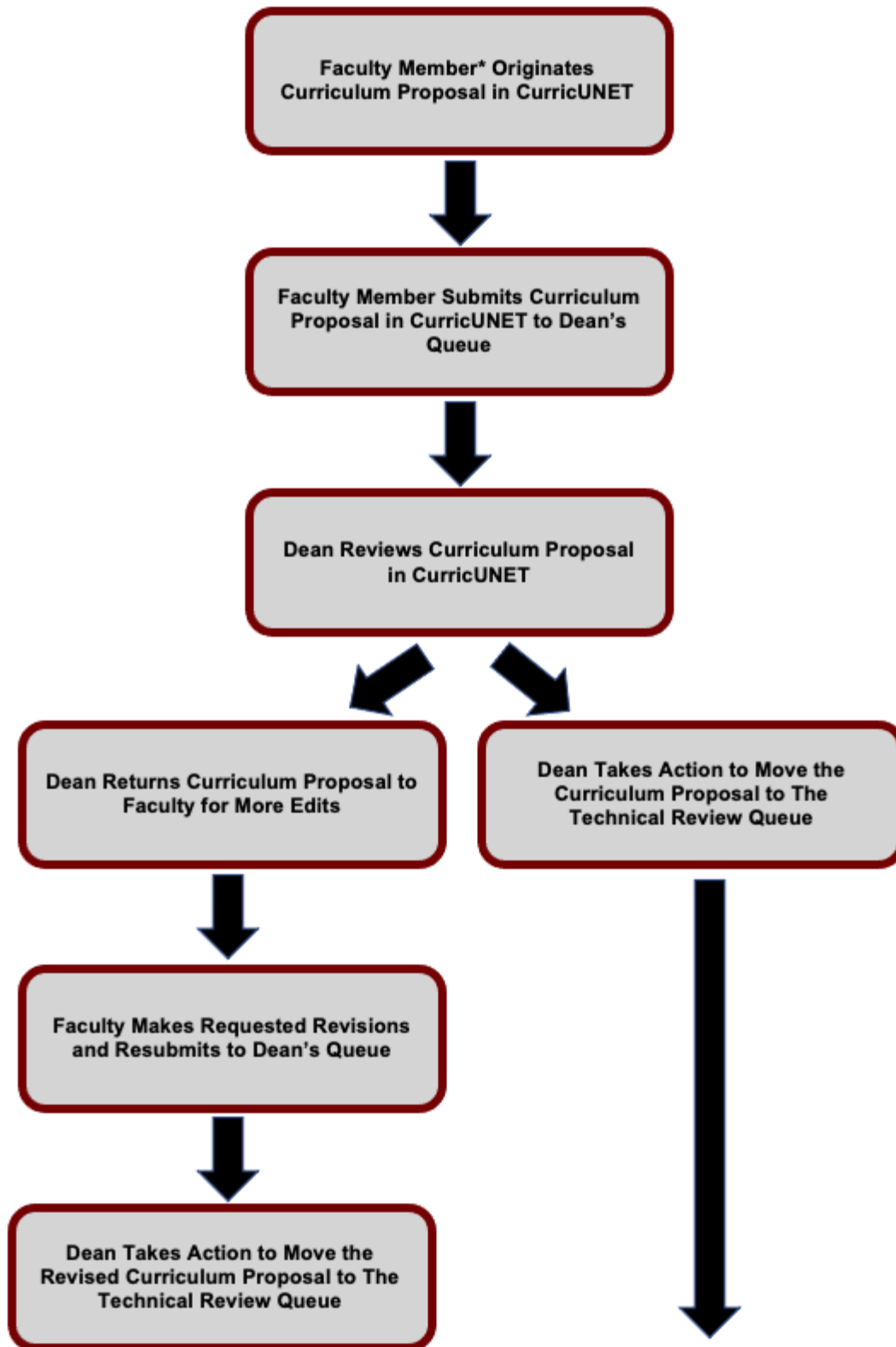
An important preliminary aspect of creating a new course and/or program at Skyline is doing a search on CurricUNET to learn whether or not a similar or equivalent course already exists at CSM or Cañada. If so, the faculty originator and Dean will inform the faculty and Dean(s) in the pertinent discipline(s) 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.



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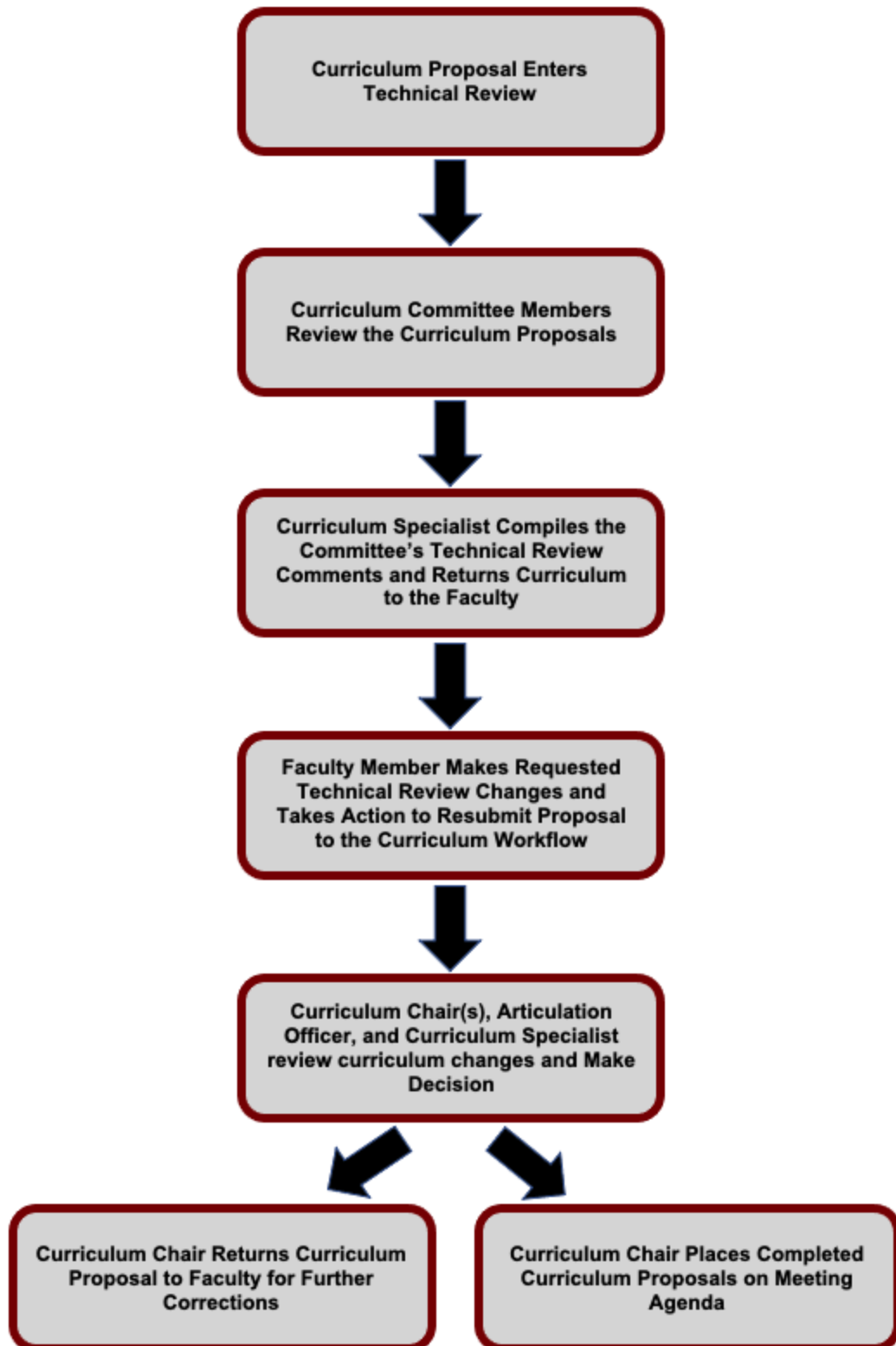
The Technical Review Process

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 act 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.

¹ 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.



Assessing IDEAA Principles in the COR

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. In particular, Title 5 charges curriculum committees with embedding equity and accessibility into the curriculum approval process. At Skyline College, the Curriculum

Committee members will use the following rubric for determining whether a COR describes approaches that will engage diverse student populations, reflects the principles of Universal Design for Learning (UDL), and advance equitable outcomes:

Category	Elements	Required Number of Elements
Inclusive and Accessible Language (All Required)	• Course Description: ○ States course purpose in student-centered language (as much as possible while also meeting articulation standards). ○ Clarifies relevance including real-world application and expectations (when applicable) • Course Outcomes: ○ Uses observable, measurable verbs ○ Aligns directly with methods of evaluation	All

Course Aspects that Advance Equitable Outcomes	• Course prerequisites that align with standards across the state (eliminating barriers to the course) • Clearly identified course requirements which do not pose a barrier to underrepresented student groups. (For example, in the Course Description, it should be stated if an SSN/TIN or LiveScan will be needed to do some element of the course work.) • Course unit values that align with standards across the state (eliminating unit bloat/creep). • Access is built into the course materials: ○ Includes flexible, multiple formats (text, visual, multimedia, interactive, etc.) using accessible design ○ Incorporates diverse perspectives, voices, and cultural contexts aligned with the stated outcomes. For example, representative texts contain culturally responsive content and contexts. • Reasonable costs for Representative Textbooks and course materials, such as the use of OER or ZTC texts.	At least 3
Instructional Elements that Reflect Principles of UDL	• Methods of Instruction: ○ Makes the design of instruction and interaction visible in the COR ○ Develops a sense of belonging and sustained effort ○ Builds community and collaboration ○ Incorporates feedback and reflection • Representative Assignments: ○ Provide structured (scaffolded) practice that aligns with outcomes ○ Allow varied ways to apply learning (analysis, reflection, creation, etc.) and include guidance and performance expectations • Methods of Evaluation: ○ Make the ways student will demonstrate learning explicit in the COR ○ Align assessments to outcomes	At least 1 in each area (Instruction, Assignments, & Evaluation)

	○ Includes varied methods of assessment	
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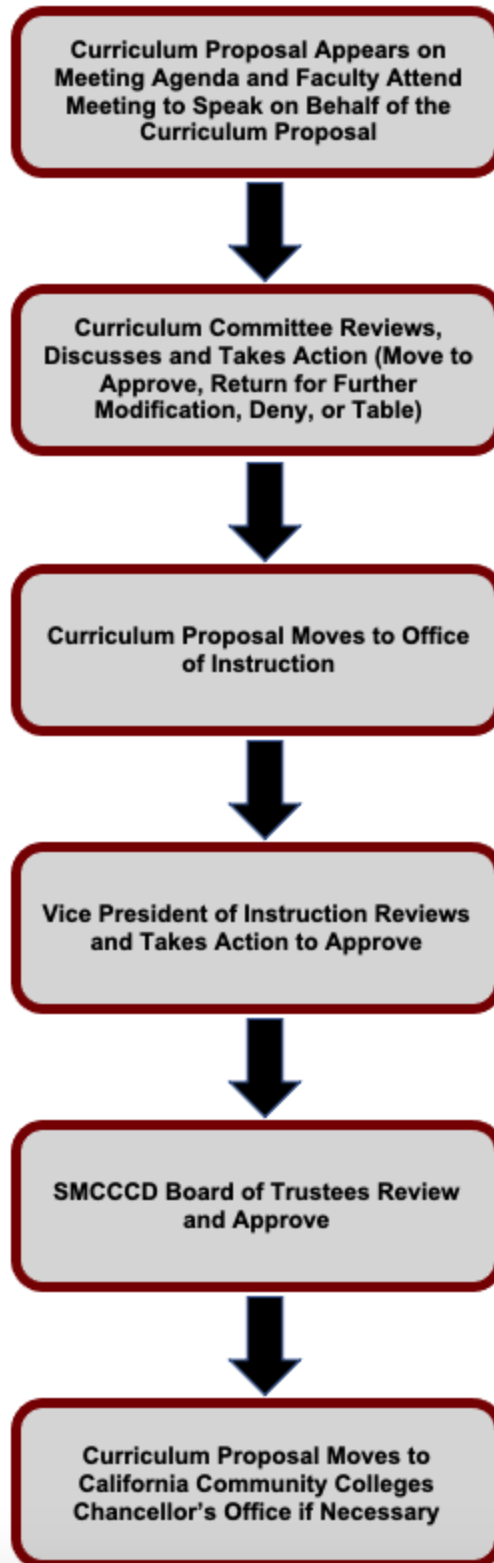
The Curriculum Approval Process

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.



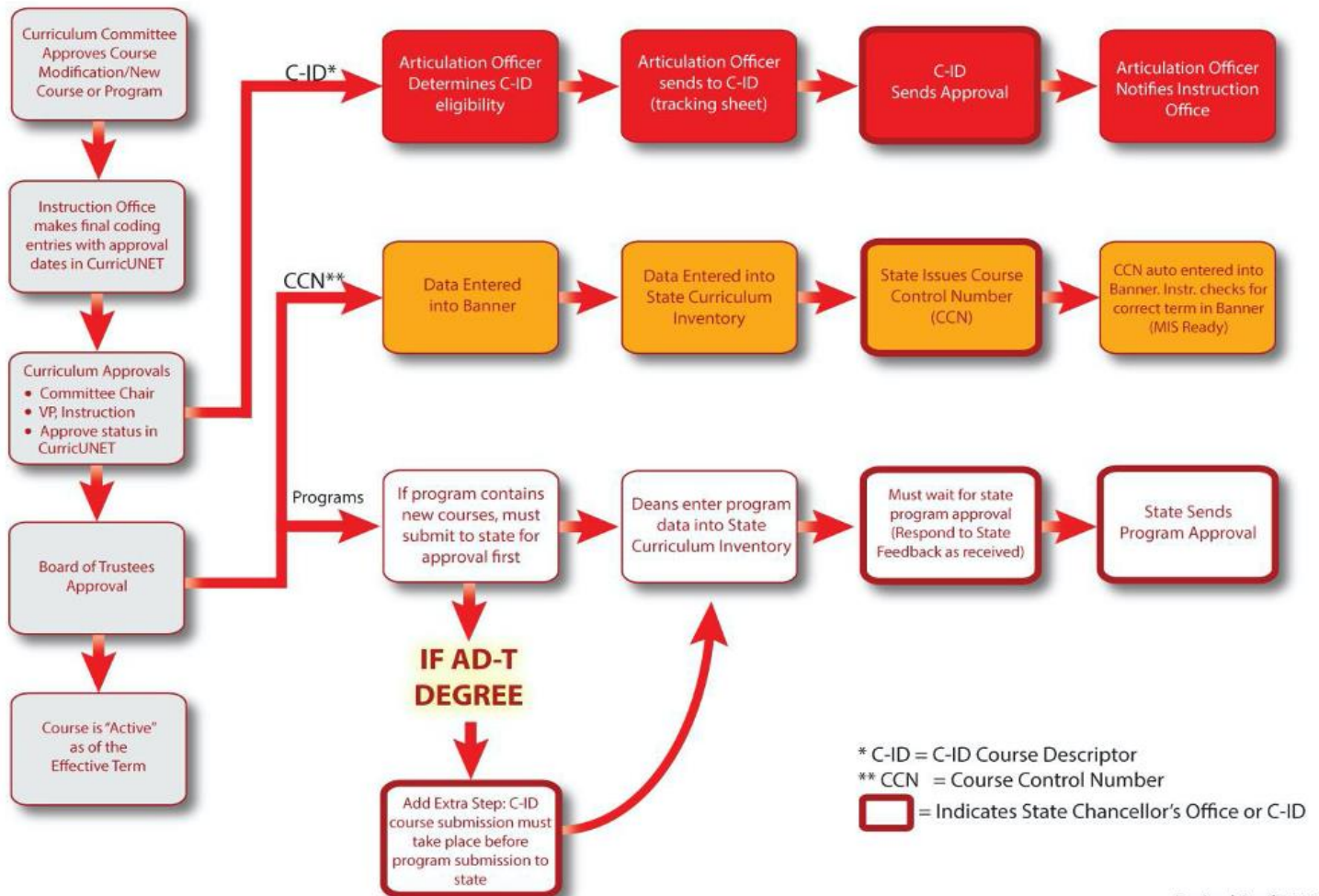
Three Strands of Curriculum Approval: Course, Program, & C-ID

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

Assigning Courses to Disciplines

The Regulations

Title 5 §53200

(b) "Academic Senate,"... as the representative of the faculty, is to make recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters."

(c) "Academic and professional matters" means the following: policy development and implementation matters."

(1) "curriculum, including establishing prerequisites and placing courses within disciplines."

What Is a Discipline?

A "discipline" is defined as a grouping of courses that share common academic or vocational preparation, which are typically defined by degree or degrees (MFA, MA, BA, MS, etc.), or specific professional preparation. (California Education Code §87357)

Disciplines are identified and defined in the California Community College Chancellor's Office (CCCCO) [Minimum Qualifications for Faculty and Administrators in California Community Colleges 2023](#)

Disciplines are not . . .

- The same as local departments or subjects
- The same as or related to TOP codes
- Faculty Service Areas
- Necessarily the same as C-ID Discipline Designators

What Does It Mean to Place a Course into a Discipline?

Faculty are reviewing the disciplines from the CCCCO's Minimum Qualifications Handbook and determining the minimum academic or professional preparation necessary to teach the content of each course in the college curriculum.

Three Ways to Assign Courses to Disciplines:

1. The Course is assigned to a **single discipline**
 - Example: The English faculty feel that the minimum qualifications for English provide adequate preparation to teach the course content, so ENGL 101 is assigned to English
2. The course is assigned to **more than one discipline** with an **"OR"**
 - Example: The Art faculty feel that the minimum qualifications for either Art or Graphic Design would provide adequate preparation to teach the course content, so ART 101 is assigned to Art OR Graphic Design
3. The course is assigned to **more than one discipline** with an **"AND"**
 - Example: The faculty feel that to successfully teach HUMA 120 (due to its interdisciplinary nature) the minimum qualifications for both Humanities and Ethnic Studies would need to be met to provide adequate preparation to teach the course content.
 - This is the most restrictive assignment as the faculty member would have to have both degrees in order to teach the course

How To Place Courses into Disciplines at Skyline College

1. Review Disciplines List

- Faculty should review the disciplines list in the California Community College Chancellor's Office (CCCCO) [*Minimum Qualifications for Faculty and Administrators in California Community Colleges 2023*](#)

2. Identify Discipline

- Faculty should identify what discipline(s) provide the necessary degrees, training, and preparation for a faculty member to teach a specific course's content.
 - It is recommended that this is done as a Department (when able to)
 - When identifying disciplines try not to make decisions with specific faculty members and their degrees or preparation in mind
 - Determine which of the three types of assignment is appropriate

3. Fill Out Form

- Complete the [Placing Courses Into Disciplines Form](#) by:
 - Filling in the Department and Date
 - Identifying each course (within the Department) and the discipline(s) you have selected (please make sure to use the "OR" and "AND" when necessary)
 - Reviewing the assignments with your Dean
 - Ensuring that at least one faculty member signs, as well as the Dean

4. Request Space on Curriculum Agenda

- Work with your Dean to email the Curriculum Chair and Curriculum and Instructional Systems Specialist requesting that the form be placed on an upcoming Curriculum Committee agenda.

5. Attend Curriculum Meeting

- Attend the Curriculum Committee meeting in case the committee has any questions.

Types of Courses

Skyline College offers several 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, [§ 55002](#):

3. 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 [§ 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.

4. 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, [§ 55002.5](#) provides details on calculating units, including this general principle:

- b. 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.
- c. 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, [§ 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, [§ 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, [§ 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, [§ 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, [§ 55002\(a\)\(2\)\(G\)](#)).

Deactivated Courses (same as Inactivated or Deleted 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.

According to [SMCCCD Academic Senate's Standing Committee on Teaching and Learning](#), there are several types of DE courses:

1. Online--Asynchronous:

This class is facilitated via Canvas with no regularly scheduled in-person or virtual class meetings. New content is often released weekly, and all assignments (including exams and quizzes) will need to be completed online by any listed due dates. The instructor and the students in the course all engage with the course content and with each other at different times (and from different locations). The instructor will hold office hours online.

2. Online—Partially Synchronous:

This class is facilitated via Canvas with regularly scheduled virtual class meetings. New content is often released weekly, and all assignments (including exams and quizzes) will need to be completed online by any listed due dates. The instructor will hold office hours online.

3. Online—Fully Synchronous:

This class is facilitated via Canvas with regularly scheduled virtual class meetings. All assignments (including exams and quizzes) will need to be completed online by any listed due dates. The instructor and the students in the

course all engage with the course content and with each other at the same time (but from different locations). The instructor will hold office hours online.

4. Hybrid:

The course includes weekly or semi-weekly in-person class meetings and independent online work, to be completed on Canvas or other platforms. The dates, times and location of in-person meetings are consistent throughout the semester. Independent online work must be submitted by established due dates. Students are expected to engage in all in-person and online activities, as both elements are required to be successful in a hybrid course. The instructor will hold office hours online and/or in-person.

[The Skyline College Distance Education Handbook](#) also lists a fifth type of online course:

5. Multimodal Course:

The term HyFlex gained traction due to the pandemic creating an interest in a conflation of synchronous on campus and online modalities. The San Mateo Community College District has chosen to use the term multimodal to provide accuracy and clarity to this form of instruction. The term multimodal is defined as a combination of teaching modalities. Multimodal is an umbrella term that includes, but isn't limited to, teaching modalities such as HyFlex, Hybrid, Partially Synchronous, and teaching different modality cross-listed sections. The multimodal instructional approach gives students more options and flexibility in what modalities they have to choose from for their courses. As we await forthcoming legislation, deans and faculty are required to consult and work in tandem with the Distance Education Coordinator to ensure optimal instruction, flexibility, and alignment with accreditation.

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 as defined in Title 5, § 550000(t) and (u)
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
4. Essential career technical instruction for which meeting the standards of subdivision (a) is neither necessary nor required

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, § 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, § 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, § 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*, 9th ed., 2026, p. 39). 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 if 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 in 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 ²

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

In-depth study and focus on theory and methods

Students pursue in-depth study of a discipline's theories and methods, and develop an understanding of the applications and limitations of those theories. Greater emphasis on theory and applying theory to practice.

² 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).

1. 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.

2. Refinement

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

3. 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.

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

5. An integrative function

Students integrate knowledge and experience gained from earlier studies.

6. Currency

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

7. Practicums, workforce training, and/or apprenticeships

8. 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.

9. The Course Outline of Record

- a. Higher level SLOs (reflecting greater complexity, depth, breadth, and specialization).
- b. More depth in course lecture content.

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 ([§ 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 § 55250. For more information on Work Experience Education at Skyline, visit the Work Experience Education webpage on the Skyline College website.

Guidelines for Creating & Modifying 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, § 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; it provides the basic course information and structure.
- Serves as the basis for transfer articulation agreements with individual CSU, UC, and independent universities. 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 (Division 6, Chapter 6, Subchapter 1, Article 1. [§ 55001.5. "Course Outlines of Record"](#)), the [Program and Course Approval Handbook \(PCAH\)](#) , intersegmental GE agreements with

the CSU and UC systems, [Common Courses Numbering \(CCN\) templates](#) and accreditation standards.

- Course outlines must show evidence of the required degree of academic rigor as specified in Title 5. For degree-applicable credit courses this includes the required components of critical thinking, essay writing/problem solving, and college level skills and vocabulary.

Title 5 Language Regarding Academic Rigor

1. Per the “Grading Policy” in Title 5, § 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. Per “Intensity” in Title 5, § 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. Per “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. Per “Level” in Title 5, § 55002(a)2G

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

Critical Thinking

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. Keep 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 (included in Appendix C of this Handbook).

Writing & Editing 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. Another goal is to align our courses as best as possible with those of our sister colleges; this means we ask that you regularly have collegial consultation about curriculum across the district. Equivalent courses and/or courses with the same course ID should have the same number of units and the same prerequisites. This is because Skyline students often take classes at CSM and Cañada and we wish to uncomplicate the student experience as much as possible.

A sample COR can be found in Appendix A of this Handbook.

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

1. Basic Course Information:

Course ID/Course Numbering:

The course ID is the discipline plus the course number (e.g. BIOL 150). Contact the Instruction Office for the course number. Course numbers are assigned by the Instruction Office after consultation with the Division Dean. Some numbers are held in reserve for future courses in sequences, while others may already be in use for existing courses not currently listed in the College Catalog (i.e. deleted/deactivated courses).

Note: New courses with permanent course numbers (as opposed to experimental course numbering, 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. If the same or a very similar course exists in the District, consider aligning course ID and title. If a course is a CCN Course, the course ID must be identical to the CCN template's course ID (e.g. ENGL C1000E).

Notes:

- New courses with permanent course numbers (as opposed to experimental course numbering, 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.
- If the same or a very similar course exists in the District, consider aligning course ID and title.
- If a course is a CCN Course, the course ID must be identical to the CCN template's course ID (e.g. ENGL C1000E).

Title:

The course title should adequately and succinctly reflect what will be taught in the course.

- Make the title understandable to students.
- Capitalize the first letter of the first word of the title and the first letter of all important words thereafter. (NOTE: Banner will only display the first 30 characters from the CurricUNET course title field.)
- Indicate sequence information with a Roman numeral after the title. For example: Spanish for Spanish Speakers I and Spanish for Spanish Speakers II
- Again, consider aligning your title with the same or similar course at our sister colleges.
- CCN course titles must be identical to the CCN template's course title.

Course/Catalog Descriptions:

A catalog description should be a brief (50 words or fewer), clear summary of a course written for students with little or no background in the subject (IDEAA). It should clarify the relevance of the course including real-world application and expectations (when applicable) (IDEAA). It should emphasize what students will learn and be able to do by the end of the course (and match the course's lecture content), using accessible, welcoming language and avoiding jargon (unless needed for meeting articulation standards). In addition, CCN catalog descriptions must exactly match the official catalog/course description in the CCN template (See more about this below). Unless it's a CCN course, do not begin with the phrase "This course..."

It's common to begin with a phrase such as:

- | | |
|--|---|
| • Advanced study in . . . | • History and philosophy of . . . |
| • Basic theory and practice of . . . | • Historical and cultural survey of . . . |
| • Comprehensive survey of . . . | • Overview of . . . |
| • Comparative analysis of . . . | • Preparation for . . . |
| • Examination of . . . | • Principles of . . . |
| • Exploration of . . . | • Study of . . . |
| • General survey of . . . | • Techniques and procedures of . . . |
| • Introduction to . . . | • The first of a two-course sequence in |
| • Interdisciplinary exploration of . . . | |

Other Tips:

- Avoid using marketing language; don't try to convince students to take the course.
- Use the present tense, not the future tense.
- Avoid first or second person narrative styles (e.g. "We will . . ." or "You will . . ."); in other words, don't write the description as a joint activity between the professor and the student, or as a set of directions to students.
- It is OK to use phrases rather than complete sentences.
- Do not include course title, unit value, hours, requisites/recommendations in the catalog description.
- Do not include information regarding which certificate or degree the course applies to. (That information should be in the Program Description.)
- Spell out acronyms and abbreviations the first time they are used.
- Focus on the course content and objectives— do not describe the methods of instruction or evaluation.
- It's good practice to include a statement about the students for whom the course is intended. For example, "Intended for students preparing for the Automotive Service Exam," or "Intended for future elementary school teachers."
- If applicable, include a standard statement that applies to a given type of course. For example: "This course is not activity-based and is not applicable to the specific area requirement in Physical Education for the Associate Degree."
- For courses in a sequence (a.k.a. leveled courses), it's helpful to describe the course in its relationship to other courses in the sequence and inform students what they should be familiar with before taking the course. (The other courses in a sequence must each have a distinct description and distinct SLOs indicating content depth.)
- If there is a required Materials Fee, it must be stated in the catalog description and the materials fee screen must be completed.
- There should be clearly identified course requirements which do not pose a barrier to underrepresented student groups. If students need to do screening or

have a SSN/Tax ID number to complete the course, that should be stated in the course description. For example, ECE/CDEV has a course that reads, “Note: Students may be required to complete a Live Scan background verification to fully participate in this course. Please review the State of California requirements for additional details.” (IDEAA)

- As stated above, CCN course descriptions must be identical to those in the template. Put the previous course title in parenthesis at the end of the description e.g. (Previously ENGL 105). If needed, there can be a “Part I” with the identical required description from the CCN template and a “Part II” with the local, additional language. For example, the POLS C1000 Catalog Description reads:
- Part I: This course is an introduction to government and politics in the United States and California. Students examine the constitutions, structure, and operation of governing institutions, civil liberties and civil rights, political behaviors, political issues, and public policy using political science theory and methodology. Part II: The course may also include an exploration of career paths available to political science majors.

Justification:

In your justification narrative, explain why you are writing or modifying the course, and also, please note:

- Does the course align with a C-ID? If so, which one?
- What are the minimum qualifications for reaching the course?

We ask for this information because we don’t currently have fields for this in CurricUNET, but it’s helpful.

2. Units Hours

Units:

- Number of units of credit awarded for the course. The total number of units awarded for completing a course depends on many factors, including content, how the course fits within the program and major, and transferability.

- If there is an equivalent course in the district, our course should have the same number of units. Unit values should align with standards across the state (eliminate unit bloat) (IDEAA).
- CCN courses must have the minimum number of units in the CCN template; we are allowed to go over the minimum number of units from a CCN template. (e.g. If the template says 3 units, we could have a 4 unit course.) We advise that you also consult with your colleagues at CSM and Cañada when altering the number of units.

Unit Increments Issued:

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

Hours/Semester:

A listing of all student learning hours for a course (lecture, lab, and homework).

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:

$$(\text{Total Contact Hours} + \text{Outside-of-class Hours}) / \text{Hours-per-unit Divisor} = \text{Units of Credit}$$

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 Faculty Load Credit Allocation (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.

The California Community Colleges Chancellor's Office also has a useful ["Hours and Units Calculations" chart](#).

Minimum/Maximum Hours per Unit and FLC Chart

Lecture Units	FLCs ³	FTE ⁴	Minimum Hours (@16 hours)		Maximum Hours (@ 18 hours)
.5	.5	0.03	8	to	9
1.0	1.0	0.07	16	to	18

³ FLC's = Total minimum hours/16 weeks

⁴ FTE: Full-Time Equivalent

Lecture Units	FLCs³	FTE⁴	Minimum Hours (@16 hours)		Maximum Hours (@ 18 hours)
1.5	1.5	0.10	24	to	27
2.0	2.0	0.13	32	to	36
2.5	2.5	0.17	40	to	45
3.0	3.0	0.20	48	to	54
3.5	3.5	0.23	56	to	63
4.0	4.0	0.27	64	to	72
4.5	4.5	0.30	72	to	81
5.0	5.0	0.33	80	to	90

In the chart above “Minimum Hours (@16 hours)” means 16 hours is one unit and “Minimum Hours (@18 hours)” means 18 hours is equal to one unit.

Lab (@.7)

Lab Units	FLC's⁵	FTE	Minimum Hours (@ 48 hours)		Maximum Hours (@ 54 hours)
0.5	1.05	0.07	24	to	27
1.0	2.10	0.14	48	to	54
1.5	3.15	0.21	72	to	81
2.0	4.20	0.28	96	to	108
2.5	5.25	0.35	120	to	135

In the chart above “Minimum Hours (@48 hours)” means 48 hours is one unit and “Minimum Hours (@54 hours)” means 54 hours is equal to one unit.

See the Faculty Load Credit Allocation, Appendix F of Faculty Contract!

⁵ FLC's = (Total minimum hours x FLC's/hour)/16 weeks

Lab (@.75)

Lab Units	FLC's	FTE	Minimum Hours (@ 48 hours)		Maximum Hours (@ 54 hours)
0.5	1.13	0.08	24	to	27
1.0	2.25	0.15	48	to	54
1.5	3.38	0.23	72	to	81
2.0	4.50	0.30	96	to	108
2.5	5.63	0.38	120	to	135

In the chart above “Minimum Hours (@48 hours)” means 48 hours is one unit and “Minimum Hours (@54 hours)” means 54 hours is equal to one unit.

See the Faculty Load Credit Allocation, Appendix F of Faculty Contract!

Lab (@.75)

Lab Units	FLC's ⁶	FTE	Minimum Hours (@ 48 hours)		Maximum Hours (@ 54 hours)
0.5	1.20	0.08	24	to	27
1.0	2.40	0.16	48	to	54
1.5	3.60	0.24	72	to	81
2.0	4.80	0.32	96	to	108
2.5	6.00	0.40	120	to	135

In the chart above “Minimum Hours (@48 hours)” means 48 hours is one unit and “Minimum Hours (@54 hours)” means 54 hours is equal to one unit.

See the Faculty Load Credit Allocation, Appendix F of Faculty Contract!

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:

⁶ FLC's = (Total minimum hours x FLC's/hour)/16 weeks

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

Work Experience Education

Colleges in the SMCCCD award units for work experience according to CCCCO 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

3. Course Details

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).

Method of Grading

Letter Grade Only:

The traditional grading of students' performance using A, B, C, etc. No other grade options are available to students if this method is chosen.

P/NP Only:

Pass/No Pass grading. Note that to receive “Credit or Pass,” a student must achieve an equivalent to a letter grade “C”.

Grade Option (Letter Grade or P/NP):

If this option is chosen, the default is a traditional letter grade. However, students have the option of requesting a pass/no pass instead of a letter grade by submitting the proper form by the given deadline.

No Grade Awarded (Non-credit course):

No grades are given in non-credit courses.

4. Instructional Materials Fee

Fee Amount

Education Code § 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?

5. 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.

List one to three student learning outcomes (SLOs) for the course. (Try to limit to three since you'll have to assess all of them.) SLOs shift the focus from what is taught to what students do to demonstrate proficiency.

An SLO has three primary characteristics:

1. It states clearly what a learner will be able to know or do upon successful completion of a course. SLOs are usually expressed as knowledge, skills, abilities, attitudes, or values that students should attain by the end of a course.

2. Is expressed using active verbs (such as “analyze,” “interpret,” “summarize,” “compare,” “compose,”) that can be drawn from Bloom’s taxonomy of learning or discipline specific terminology.
3. Is accessible 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)

SLO Basics

- SLOs are broad in scope and identify overarching products students will generate. SLOs require students to synthesize and/or apply many discrete skills or content areas.
- SLOs articulate major learning goals which require higher-level thinking skills and usually result in overarching product(s) that can be observed as a behavior, attitude, skill, ability, or discrete usable knowledge which can be evaluated against criteria.
- Uses observable, measurable verbs (IDEAA).
- Aligns directly with methods of evaluation (IDEAA).
- Be careful when including attitudes in a learning outcome since they are hard to assess. (e.g. "Students will behave with integrity and professionalism in their interactions with colleagues, supervisors, clients, and faculty, “ and "Students will appreciate exercise as a stress reduction tool" are attitudes that are subjective and very hard to assess).
- Make certain SLOs are written as outcomes rather than objectives:
 - SLOs encompass an important overarching concept rather than small lessons or discrete skills, tools, or instructional content (as objectives do).

- SLOs address student competency rather than content coverage. (Objectives address content coverage.)
- Example: An SLO for LEGAL 245, Paralegal Profession 1 reads “Assess the role and responsibilities of legal professionals in the modern law office.” Some of the corresponding specific instructional objectives for this SLO are, “Identify what a paralegal is and identify what paralegals do.” “Explain paralegal skills, roles, and responsibilities.” “Discuss and research where paralegals work and understand paralegal specialties.” and “Differentiate between public and private law offices, and public administrative agencies.”
- For more on the differences between SLOs and Instructional Objectives, see “Specific Instructional Objectives” below. Are the SLOs appropriate?
 - Do they represent a fundamental result of the course?
 - Are they consistent and integrated with the Course Outline of Record (COR)? In other words, does the course content (i.e. lecture and/or lab content, course objectives, methods of instruction, hours, assignments, texts) provide students the knowledge, experience, and instruction they need to achieve the SLOs?
 - If applicable, do they align with other courses in a sequence?
 - Do they represent college-level work? For more information on SLOs and objectives, see the [*Skyline College SLOAC Framework*](#).
 - CCN templates have an area for Course Objectives. In Skyline CORs, these objectives can be used as either the SLOs or the Specific Learning Objectives. Part 1 needs to be the identical list of objectives from the template and Part II can have additional local objectives. There should not be strongly overlapping objectives in Part I and Part II (That may mean modifying our local Part II just a little).

SLO Suggested Language

- Write the SLO in language that students will understand; SLOs are included on your syllabus and you will explain them to students.

- Action verbs are used because they describe an overt behavior that can be observed and measured. Use Bloom's Taxonomy (available on CurricUNET) as a resource.
- Use action verbs that incorporate **critical thinking** when possible and appropriate. (See the "Analysis, Synthesis, and Evaluation" columns in the Cognitive Outcomes domain of Bloom's Taxonomy.) SLOs which incorporate critical thinking are required for degree applicable and transferable courses, but should be included in all credit courses.
 - Critical thinking involves active higher cognitive processes which analyze, synthesize, and/or evaluate information. This is in contrast to the more passive cognitive processes such as recognizing, describing, or understanding. Thus, instead of an SLO to "describe animal hunting behavior," a higher order SLO would be to "compare and contrast social aspects of hunting tactics of major mammals."
- However, not all SLOs need to reflect critical thinking. Recognizing, describing, etc. are valuable skills and a valid way to phrase an SLO. It should be clear, however, that higher thinking skills are an essential component of the course. For example, in SPAN 110 (Elementary Spanish) a SLO might validly read, "Produce and interpret oral and written Spanish at approximately an Intermediate Low level."
- In general, do not begin an SLO with these verbs or phrases: "Demonstrate knowledge of...." "Demonstrate an understanding of..." "Demonstrate mastery of skills in...." "Develop the ability to...." "Become aware of" "Become familiar with..." "Appreciate the importance of..." "Know...." "Learn...." "Comprehend...." "Feel...." These verbs and phrases are overly general, imprecise, and/or call for covert, internal behavior which can't be directly observed or measured. Use more precise action verbs that convey more clearly and precisely how a student will demonstrate their knowledge and/or understanding. How will you know when a student understands, or knows, or has an ability? Is it because he/she will be able to compare and contrast two things? Analyze and identify comparative elements? Identify or define a series of characteristics? Evaluate or contrast

differences? Assemble and disassemble a piece of equipment? (e.g. an SLO for SPAN 110 reads “Demonstrate conversational Spanish, using formal and informal treatment, in the Present, Present Progressive, Preterite (Past Tense) and Immediate Future Indicative for everyday situations.”) Again, some classes that are skills based, such as lower-level language learning or some kinesiology classes may have one SLO that is about demonstrating a skill.

A Note on Critical Thinking:

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).

Model SLOs (from ADMJ 100: Introduction to Administration of Justice)

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

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](#).

Please Note:

- A change in SLOs requires the faculty member to submit a *Modified Course Proposal* on CurricUNET, and the resubmission of the course to the CSU/UC for review.
- When creating leveled courses or sequenced courses, “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)

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.”

6. Course Objectives/Specific Instructional Objectives

- For a typical three-unit lecture course, there should be 6-10 course objectives.
- Instructional Objectives explain how students will meet the SLOs.
- Course objectives and SLOs are different. SLOs describe what students will generally know or do in order to demonstrate proficiency after completing a course. By contrast, **objectives state what the instructor will be teaching** in order to enable students to fulfill the SLOs, breaking the teaching process/content down into manageable stages.
 - While SLOs are broad in scope and identify overarching products students will generate, objectives are on a more “microscopic” level, describing discrete skills, tools, content (nuts and bolts), and instruction the teacher

provides so that students can achieve the course SLOs. Think of objectives as the building blocks used to produce whatever is used to demonstrate mastery of an SLO. They are the means, not the ends. The ACCJC summarizes the difference this way: “Course SLOs are the intended learning outcomes; objectives are the things that must be taught/covered in order to achieve those learning outcomes. Sometimes, these things are very close; often, they are quite distinct.” (*Accreditation Notes*, Spring 2009)

- CCN templates have an area for Course Objectives. In Skyline CORs, these objectives can be used as either the SLOs or the Specific Learning Objectives. Part I should be the identical list of objectives from the template and Part II can have additional local objectives. There should not be overlapping objectives.

Model SLO and Corresponding Objectives

SLOs: Upon successful completion of the course, the student will demonstrate the ability to:

1. Analyze a documented nutrition problem, determine a strategy to correct the situation, and write a patient nutrition plan that is consistent with FDA standards and addresses the broad scope of the problem.

Objectives

1. Describe and analyze causes and consequences of nutritional problems.
2. Discuss differences in nutritional requirements associated with sex, age, and activity.
3. Identify key factors involved in correcting nutritional behaviors.

7. Content Review/Course Content

Lecture Content

Create an outline containing a complete list of all topics to be taught in the course. The outline should be arranged by topics with sub-topics (i.e. major and minor headings).

- A typical lecture content outline for a three unit lecture course should be 1 - 2 pages. It should be detailed enough to fully convey the topics covered but not so lengthy that a quick scan cannot be used to ascertain the scope of the course.
- There must be enough information in the outline to justify the unit value of the course.
- The outline should provide enough information so that any faculty member will have a clear understanding of what the course will cover.
- Sub-topics provide detail on how a given topic will be covered. For example, rather than simply listing “Particle Physics” as a topic by itself in a physics course, provide sub-topics that list specific aspects of particle physics that will be covered:
 - 1. Particle Physics
 - A. Subatomic particles
 - B. The Standard Model
 - C. Theoretical Particle Physics
 - a. Quantum Mechanics
 - b. General Relativity
 - c. String Theory
- The content listed in the outline must be covered by all faculty teaching the course unless marked as **optional**. For example:
 - 1. Consciousness and Its Altered States
 - a. Waking Consciousness
 - b. Sleeping and Dreaming
 - c. Hypnotic States
 - d. Psychoactive Drugs
 - e. Meditation (optional)
- When listing specific types, categories, etc., under a topic, preface the list with open-ended qualifiers such as “**including but not limited to:**” This allows instructors to choose their own focus/examples. For example:
 - 2. Beats Poets of the 1950’, **including but not limited to:**
 - a. Allen Ginsberg

b. Lawrence Ferlinghetti

c. William S. Burroughs

- The lecture content does not limit faculty from going beyond the topics in the outline, nor does it specify how the topics are taught nor how much time is to be spent on each topic.
- The outline should be integrated with the SLOs and course objectives. In other words, there should be a clear connection between the SLOs, instructional objectives and lecture content.
- The outline must be aligned with the catalog course description. In other words, every content area listed in the course description must be included in detail in the lecture outline.
- The outline is intended to allow maximum pedagogical freedom for all instructors who teach the course. Therefore, do not specify any particular point of view or teaching strategy in the outline.
- Since degree-applicable and transferrable courses require students to demonstrate critical thinking, it's very important to incorporate aspects of critical thinking in the lecture outline.
- Incorporates diverse perspectives, voices, and cultural contexts aligned with the stated outcomes. For example, representative texts contain culturally responsive content and contexts. (IDEAA)
- CCN courses must have the identical lecture content from the CCN template listed in Part I. List the locally determined lecture content in Part II. It is okay if there is overlap in the content in Parts I and II.

Lab Content:

Create a topical outline containing a complete list of all activities to be conducted in the lab section.

- The list of lab activities is representative. Therefore, preface the list with a phrase such as:
 - “Lab activities may include, but are not limited to:”
 - “Typical activities in the lab portion of this course include:”

- Lecture and lab content cannot be identical. Topics/experiments/activities covered in lab must be listed here, separate from the lecture outline.

8. Representative Methods of Instruction

A list of possible methods that could be used to teach the course. Keep in mind that you're indicating the instructional methods that will lead to students achieving the course learning outcomes. For degree-applicable and transferrable courses, methods of instruction must elicit college-level effort and effectively teach critical thinking.

- Methods of instruction must effectively teach and involve students in critical thinking, reflection, and active engagement/active contribution.
- They should model practices in related academic and/or workforce environments.
- Include flexible, multiple formats using accessible design ([universal design for learning](#)). This means that there are multiple means of student engagement. (IDEAA)
- Use methods of instruction that develop a sense of belonging and sustained effort, that build community and collaboration, and that incorporate feedback and reflection. (IDEAA)
- The instructional methods should allow for flexibility in teaching, so that differences in student learning can be met. All faculty who teach the course have the freedom to select instructional methods that best suit their teaching style and the needs of students.
- Indicate methods appropriate to the SLOs. For example, if one of the SLOs is self-criticism of students' original writing, lecture as a method is probably not sufficient. Additional active learning instructional methods would most likely apply.
- "Lab" can only be claimed by a class that has lab hours.
- Do not list writing and reading assignments as "other" instructional methods. (Assignments are listed and described on the "Representative Assignments" screen.)

A Note on Critical Thinking:

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).

9. Recommended Preparation, Prerequisites, Corequisites

Important Points

- Consultation with the Dean is strongly suggested before mandating a prerequisite or corequisite. Among other issues, the imposition of a requisite may impact student access and enrollment potential. Faculty should do research and find out if other colleges have similar requisites. **Within SMCCCD, the goal is for all three colleges to be in alignment on course requisites.**
- If the prerequisite or corequisite is not from the same discipline as the proposed course, research may be necessary to clearly substantiate the need for the requisite course(s) in order for students to succeed in the class. Often a recommendation rather than a requisite is sufficient to inform students of skill levels necessary for success in the course.
- CCN courses may have prerequisites or corequisites in the CCN template. If there is/are (a) prerequisites or a corequisite in the template, we must make our prerequisite and/or corequisite identical to the CCN template. We cannot then have other added prerequisites or corequisites.

Definitions and Notes

Prerequisites

Definition

- 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.

Notes

- Any course(s) which must be satisfactorily completed by the student prior to enrollment in the proposed course. Satisfactory completion means a grade of “C” or better.
- Be careful, prerequisites must be on the degree or certificate; otherwise, it/they will not be financial aid eligible (except for ESOL/ESL courses).

Co-requisites

Definition

Notes

- Any course(s) that a student is required to be enrolled in concurrently with the proposed course.

Recommended Preparation

Definition

- 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.)

Notes

- Course(s) that provide desired levels of preparatory skills and knowledge expected of students enrolling in your course. This course(s) is recommended, not required, for admission into the course.

Sequential Course Prerequisite/Corequisite Definition

- 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.

The first three definitions above are taken from [Guidelines for Title 5 Regulations § 55003: Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation](#), Chancellor’s Office (February 2012)

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: Simplifying or clarifying the pathway for a student to earn a Certificate or Associate's Degree is not an appropriate rationale for adding a prerequisite or corequisite.

10. Content Review Screen & 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](#)

11. Modes of Delivery

When a user clicks on “Online” and/or “Hybrid” in this area of CurricUNET, they unlock the Distance Education element of CurricUNET.

See the definitions of Distance Educations courses earlier in this handbook.

12. Instructional Methods

A list of possible methods that could be used to teach the course. Keep in mind that you’re indicating the instructional methods that will lead to students achieving the course learning outcomes. For degree-applicable and transferrable courses, methods of instruction must elicit college-level effort and effectively teach critical thinking.

- Methods of instruction must effectively teach and involve students in critical thinking, reflection, and active engagement/active contribution.
- They should model practices in related academic and/or workforce environments.
- Include flexible, multiple formats using accessible design ([universal design for learning](#)). This means that there are multiple means of student engagement. (IDEAA)
- Use methods of instruction that develop a sense of belonging and sustained effort, that build community and collaboration, and that incorporate feedback and reflection. (IDEAA)
- The instructional methods should allow for flexibility in teaching, so that differences in student learning can be met. All faculty who teach the course have

the freedom to select instructional methods that best suit their teaching style and the needs of students.

- Indicate methods appropriate to the SLOs. For example, if one of the SLOs is self-criticism of students' original writing, lecture as a method is probably not sufficient. Additional active learning instructional methods would most likely apply.
- "Lab" can only be claimed by a class that has lab hours.
- Do not list writing and reading assignments as "other" instructional methods. (Assignments are listed and described on the "Representative Assignments" screen.)

A Note on Critical Thinking:

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).

13. Representative Assignments

The assignments section should be detailed enough to give faculty, students, and reviewers a clear understanding of the rigor of student work that is expected **but not be so restrictive that it limits the flexibility of individual instructors**. The assignments listed should be expected to take an average student approximately 32 hours per every unit of lecture to complete. There should be some variety in assignment types and students should have some agency in how they demonstrate their abilities. They should reflect college-level rigor appropriate to the level of the course. The progression of assignments should afford students scaffolded (structured to build on learned skills) practice that aligns with the outcomes (IDEAA). The assignments should allow varied ways to apply learning (analysis, reflection, creation, etc.) and include guidance and performance expectations (IDEAA).

Writing Assignments:

Brief descriptions of representative writing assignments (i.e. typical examples), estimated page lengths, and frequency for each. Assignments must elicit college-level effort, depth of understanding, and critical thinking and be demanding enough in rigor to fulfill the credit level specified. It is crucial that assignments also lead or enable students to achieve the course learning outcomes. Student writing skills vary according to their developmental level. Therefore, lower level courses would typically require fewer or less difficult writing assignments than would an advanced course of equal units.

Here is a model list of representative writing assignments and their estimated page lengths. These may not all be all for one course; this is just a sample of the variety of types of assignments, lengths, and frequencies:

Written assignments may include:

- **Critical essay writing:** Review and analysis of arguments, evidence, and conclusions reached by others. (3-5 pages, 2 per semester))
- **Research paper:** In-depth exploration and evaluation of an historical or contemporary issue or problem in restorative justice and/or community corrections. (10-15 pages, 1 per semester))
- **Study questions:** Written answers to review questions taken from the end of each chapter in the textbook, or provided by the instructor. (1-2 pages, each week)
- **Case studies:** Reviewing and critiquing Supreme Court, appellate court, and trial court cases. (2-3 pages, 5 per semester)
- **Critical ethnography:** Detailed analysis of students' personal experiences in educational and/or penal settings, linked to broader social structures and systems of power relationships. By placing their own experience in a greater context, students gain a critical perspective on traditional and reformatory systems of justice. (3-5 pages, one per semester)
- **Journal and reflection assignments:** Students make meaning of their own experience by questioning their own assumptions regarding discipline and

justice. This process builds connections between course content and personal experience and includes three distinct critical thinking phases: (1) identifying assumptions, (2) questioning the validity of these assumptions, and (3) transforming the invalid assumptions to more appropriately inform our future actions and understandings. (3-5 pages, 6 per semester)

- **Opinion Letters:** Carefully crafted arguments supported by evidence and personal anecdote that aims to convince non-believers. (1-2 pages, 6 per semester)
- **Argument Mapping:** Diagram of the structure of an argument to visually present the reasoning and evidence for and against a statement or claim. This process helps students clarify and organizes thinking by showing the logical relationships (or lack thereof) between claims and evidence. (1 page per week)

Reading Assignments:

A list of representative reading assignments (i.e. typical examples) and estimated page lengths for each. Assignments must elicit college-level effort, depth of understanding, and critical thinking and be demanding enough in rigor to fulfill the credit level specified. It is crucial that assignments also lead or enable students to achieve the course learning outcomes.

The quality and quantity of reading assignments must require the reading skills and vocabulary appropriate for a college course, and be appropriate to the developmental level of students and the number of units for the course.

Here is a model list of representative reading assignments and their estimated page lengths: Reading assignments may include:

- Course textbook(s) (40 - 50 pages per week)
- Journal articles (30 - 40 pages per semester)
- Internet resources (40 – 50 pages per semester)
- Technical literature (5 – 10 pages per week)
- Instructor-generated materials (40 - 50 pages per semester)

Other Outside Assignments:

Assignments that don't fit into either the writing or reading categories, i.e. students submit non-written artifacts (e.g. artwork) to the instructor for assessment.

Assignments must elicit college-level effort, depth of understanding, and critical thinking and be demanding enough in rigor to fulfill the credit level specified. It is crucial that assignments also lead or enable students to achieve the course learning outcomes.

Here is a model list of outside assignments: Other outside assignments may include:

- Video presentation on energy efficiency and solar technology
- Digital oral history project on a relative's experiences and challenges as a youth
- Online video blog/presentation describing student self- reflection and self-assessment
- Student made YouTube videos
- Classroom oral report
- Self-portrait using only line
- Precision anatomy drawing
- Copying practices from printed materials as well as on site practices at local museums by pencils on sketch books include copies from Old Masters Paintings and Drawings and studies from sculptures.
- Service Learning: Working with youth ages 15-18 who are at-risk or are currently in the juvenile justice system.

14. Representative Methods of Evaluation:

- This is a list of possible methods for evaluating student performance. Keep in mind that the evaluation methods must effectively assess students' achievement of the SLOs and their critical thinking abilities.
- The Methods of Evaluation need to align with Representative Assignments. When you fill out this area, remember what you have stated in Representative Assignments. For example, if you are assigning oral presentations in "Other Assignments," then check off "Oral Presentations" in this area. The methods of

evaluation area is not the area to go into detail about assignments (The area to do that is in Representative Assignments).

- Make the ways students will demonstrate learning explicit and include varied methods of assessment (IDEAA).
- Do not get into grading criteria in the methods of evaluation; in general, grading criteria is not needed on the COR.

A Note on Critical Thinking:

The incorporation of critical thinking must be evident throughout the course outline but especially in the SLOs, course content, Instructional Methods, Representative Assignments, and Methods of Evaluation. It must be clear that students are expected to think critically (SLOs), instructed in how to do so (Instructional Methods), asked to practice critical thinking in outside assignments (Representative Assignments), and are held accountable for their performance (Methods of Evaluation).

The CCN templates have a section for Representative Methods of Evaluation, so the Part I are needs to be identical to the template, and if there are additional methods of evaluation, include them in Part II.

15. Representative Texts:

This is primarily a list of all the representative textbooks. They are representative, meaning they are not textbook(s) that an instructor is required to use. Also listed in this section are manuals, periodicals, software, and other. “Other” refers to any other required materials or equipment such as sports equipment, lab equipment, tools, art materials, instructor-generated texts, or anything else the student must have to participate effectively in the course.

- Since the main textbook plays a central role in course articulation, it should be clearly recognized by faculty in the discipline at other institutions as a major work which presents the fundamental theories and practices of the subject.
- All texts must be appropriate for the course. Science courses that include a lab component must have a lab manual listed.

- Consider keeping costs “reasonable” for materials and texts. If possible, use OER textbook options and culturally relevant texts. Texts and other learning materials may have external specifications due to articulation or certification requirements of outside agencies and programs. (IDEAA)
- The currency of textbooks is important. Some courses may use fiction or seminal texts that are recognized as standard bearers or classics. **However, for the purposes of transferability and C-ID, texts must be less than seven years old.** If you list a title not within this time period, you must be prepared to offer a justification to the Curriculum Committee.
- If no textbook will be used, the instructor must be prepared to explain to the Curriculum Committee why no textbooks will be used and how the course can still be taught effectively.
- If “instructor-designed materials” are included, use the “Other” field and provide the title(s) of these materials, along with description(s) of their content and scope.
- Changes in textbooks require a Modified Course Proposal on CurricUNET, resubmission of the COR to ASSIST, and notifying the CSU and UC systems.
- CCN Templates often have a textbook area. List what is in the template in Part I of the textbook field as identical as possible (It’s okay if the citation method such as APA not MLA differs). In other words, all texts listed in the CCN Template need to appear per the instructions in the template (probably identical). Then, other representative texts can be listed in Part II.

16. Course Transferability

Course Designation:

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:

Degree Credit:

Does the course apply to a Skyline certificate or degree?

Transfer Credit:

This section lists the General Education, degree, and transferability requirements your course may satisfy. (You are indicating what is desired for your course. Actual approval happens later in the curriculum review process.)

Questions to Consider:

- **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.

17. XI. Distance Education:

Directions to Start New Distance Education Addendum in CurricUNET:

An area doesn't automatically exist in CurricUNET for DE. The user has to make it exist. To do this, click on "Modes of Delivery" in the Course Checklist on the right menubar. Select the modes of delivery that apply, such as online and hybrid. After doing this, Distance Education will appear the the right menu-bar.

More Information on the DE Area of CurricUNET is available on our website ["CurricUNET Screens: A Quick Reference Guide"](#) and find Distance Ed & DE Contact Screens in the menu.

Online Method Limitations:

In the Online Method Limitations field, please type in any limitations the course might have in being offered fully online such as any technology requirements (lab kits,

cameras, microphones, etc.), or a statement that this course should be scheduled face-to-face whenever possible, etc.

Distance Education Training:

Copy-paste in the following: Online/Hybrid courses must be taught by instructors who are certified in the district-approved LMS and online pedagogy through SMCCCD's Quality Online Teaching and Learning training (QOTL 1) or an approved equivalent, with the submission of an 80% completed course for consultative review using the CVC/OEI Course Design Rubric.

Method of Distance Education:

- Check "Online, Hybrid, Web Assisted Course."
- Once you have clicked finish two new screens should appear on the course checklist towards the bottom. One will say Distance Education and the other will say DE Contact Screen.

Course Content and Methodology & Instructional Methodologies:

- In the Course Content and Methodology field, **please click the box next to all** of the seven statements.
 - a. "The objectives and content of the course are adequately covered by the methods of instruction, assignments, evaluation of student outcomes, and instructional materials."
 - b. "If this course is currently taught in a lecture mode, the department faculty have determined that the same objectives can be achieved in a distance learning mode."
 - c. "The instructional equipment and materials are sufficient."
 - d. "The preparation and training of faculty are sufficient."
 - e. "Regular personal contact between students and instructor is sufficient."
 - f. "Methods of student evaluation are designed to maintain examination security."

- g. “Evaluation of student outcomes is sufficient to permit review and assessment of the effectiveness of distance education for this course and to provide information for the annual distance education report.”
- In the Instructional Methodologies field, you will need to hold down the shift button and click on all the ways content will be delivered such as announcements, chat rooms, online presentations, two-way video conferencing (i.e. Zoom), and more.

Representative Courseware and Methods of Evaluation of Student Performance:

Make sure to have the **same textbooks that you are using/have modified for the “Representative Texts” area of the COR.**

Methods of Evaluation:

- In the Methods of Evaluation field, describe how students will be evaluated in the online modality. For example, weekly discussions, assignments submitted online, etc.
- Online quizzes, exams, & assignments, weekly homework submitted electronically, questions for review and discussion, group projects, portfolios, online forums for participation, student created collaborative wikis, online presentations, surveys, journals, and reflections. In combination with the instructional methodologies, the evaluation methods are designed to encourage student interaction, build opportunities for learner-learner contact and instructor learner contact. Attendance will be tracked via student participation in weekly collaborative activities, e.g. discussion forums, group projects, and wikis.

Section 508 Compliance:

How are you ensuring that students with disabilities can access your course in accordance with § 508?

Please copy-paste in the following including the bullet points:

This course will use a universal design approach in the creation of its online content. First, when addressing style and formatting, the course shell will be created with screen readers in mind. Thus, the instructor will use fonts that are basic, simple and from the sans serif fonts, utilize heading structure in course pages (Heading 1, heading 2, etc.), use chromatic color sparingly, and try to use highly contrasting colors. Additionally, when addressing course content, the instructor will do all of the following:

- Provide videos that have closed captioning and audio description
- Provide transcripts for all recorded lectures and videos
- Provide alt tags for images
- Use descriptive links for website addresses and links
- Use true-bulleted lists (unordered or ordered)
- Provide documents, assignments, and handouts in multiple formats (PDF, Word and accessible HTML web pages) with heading structure
- Provide instructions on how to download any software for outside resources
- Use the notes portion of PowerPoint to explain the images and content of the slide
- Provide links to other on-campus resources such as the Counseling, EAC, Health and Wellness, Learning Center, and Library

Plan for Regular and Substantive Interaction:

To align your language with Regular and Substantive Interaction (RSI) requirements and the Accrediting Commission for Community and Junior Colleges (ACCJC) rubric expectations, the key is to emphasize that:

- Interaction is regular (scheduled and predictable)
- Interaction is substantive (instructional, feedback, guidance, facilitation of learning)
- Interaction is initiated by the instructor
- Interaction supports learning progress and engagement

Below are options that can be copied/pasted and or revised to align with RSI and ACCJC expectations

Announcements / Bulletin Boards:

Instructors regularly initiate interaction with students through weekly announcements and course updates. These communications guide students through course materials, highlight key learning objectives, clarify expectations, and reinforce important concepts. Announcements may include written messages, short instructional videos, or reminders regarding upcoming assignments and activities.

RSI Alignment:

- Regular instructor-initiated communication
- Direct instructional guidance and course facilitation
- Monitoring student engagement and course progress

Email Communication:

Instructors use email to initiate direct communication with students regarding course participation, academic progress, and comprehension of course material. Targeted outreach may occur when students fall behind, demonstrate difficulty with course concepts, or require additional support. Email communication may also include individualized feedback and guidance related to course assignments and assessments.

RSI Alignment:

- Personalized instructor feedback
- Academic progress monitoring
- Instructional support and intervention

Discussion Boards:

Threaded discussion boards provide structured opportunities for students to engage in course-related dialogue with both the instructor and their peers. Instructors facilitate discussions through weekly prompts, follow-up questions, and direct participation in

student conversations. These interactions support critical thinking, collaborative learning, and deeper engagement with course content.

RSI Alignment:

- Instructor-facilitated academic discourse
- Substantive interaction around course concepts
- Collaborative knowledge construction

Office Hours / Web Conferencing:

Instructors provide virtual office hours using web conferencing tools to allow students to ask questions, receive clarification, and discuss course concepts in real time. Office hours are offered weekly at regularly scheduled times and may include individual consultations or group review sessions.

RSI Alignment:

- Real-time instructor-student engagement
- Direct instructional support
- Opportunities for clarification and mentorship

Chat Rooms / Live Interaction:

Instructors may host live chat sessions or synchronous meetings to discuss course topics, review difficult concepts, or prepare for major assignments and assessments. These sessions provide additional opportunities for students to interact with the instructor and peers in a more immediate format.

RSI Alignment:

- Synchronous instructor-led learning interaction
- Facilitation of student engagement and dialogue

Assignment Feedback:

Instructors provide timely, substantive feedback on student assignments, quizzes, and assessments through written comments, annotated grading, and/or audio/video feedback within the learning management system.

RSI Alignment:

- Substantive instructor feedback
- Instructional guidance for improvement
- Direct engagement with student learning outcomes

Guided Learning Activities:

Course modules include guided activities where instructors provide commentary, reflection prompts, and instructional framing to help students actively engage with course materials such as readings, videos, and simulations.

RSI Alignment:

- Instructor facilitation of learning activities
- Active engagement with course content

Progress Monitoring and Intervention:

Instructors monitor student participation, assignment submission, and engagement within the course. When needed, instructors proactively contact students who may be falling behind to provide encouragement, clarification, and recommendations for academic support.

RSI Alignment:

- Instructor monitoring of student academic engagement
- Early intervention to support student success

At this point, you are done with the modification to add a DE Addendum to the course. On the right hand side of the screen you should see a submit course button. You will want to click that once all the modifications have been made.

18. Resources Needed

This page is confusing. The first prompt is asking if your department will need additional help from Library Services to provide materials for the course. Typically, programs say

“No” to this question (as in “No. We don’t need more services from the Library”), but the wording often means that we often accidentally click on “Yes.”

19. Course Coding

The Course Basic (CB) CODES screen in CurricUNET identifies appropriate values for Management Information Systems (MIS) data elements in the Course Basic Record reported to the California Community College Chancellor’s Office Management Information Systems (MIS).

There are many codes that need to be entered in this screen and there are also Classification of Instructional Program (CIP) codes that we need to keep track and which we cannot currently enter into CurricUNET.

CB Codes

If you need to read more about the Course Basic options you can go to the [CCCO Course Data Elements page](#).

TOP Codes

[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.

CIP Codes

Classification of Instructional Program (CIP) codes are six-digit numbers developed by the US Department of Education to track, classify, and report on academic programs and fields-of-study data. The numbers are important for state and federal funding as

well as for verifying international student enrollment/degree progress. The first two digits in a CIP code give the general subject area and the other subsequent numbers indicate a more specific field. As noted above, these numbers are not currently housed in CurricUNET, but they will be housed in our new Curriculum Platform CourseLeaf.

The State of California began to mandate a transition away from TOP codes to CIP codes in 2026 to reduce dual reporting requirements.

Information about CIP codes can be found at:

- [The National Center for Educational Statics page, "Browse CIP Codes"](#)
- [The CCCO TOP-to-CIP Transition Project](#)

For help selecting the appropriate CB, TOP, and CIP codes, consult your Dean and/or the Curriculum Specialist in the Instruction Office.

20. 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).

21. 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.

Deactivating (Inactivating/Deleting) Courses

An accurate list of course offerings is essential for students' educational planning, therefore the Curriculum Committee reviews and approves all requests to deactivate 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 Deactivate 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 deactivate.
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.
3. **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 deactivates courses that are included in other college program(s).
4. All programs impacted by courses deactivated by other disciplines must submit a *Modified Program Proposal* on CurricUNET in order to keep their program course listings accurate.
5. Once the decision has been made to deactivate 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 deactivating 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
6. 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).
7. 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 “deactivated” (deleted) status. Since a deactivated course has lost all its articulation agreements, if a faculty member wants to reactivate a deactivated course they must create the course anew, and submit a *New Course Proposal* on CurricUNET. The screens from the deactivated course are still accessible on CurricUNET, so content that will be the same can be copied and pasted into the new course.

22. 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:

1. Associate Degrees for Transfer (ADT)

ADTs include both Associate in Arts for Transfer (AA-T) and Associate in Science for Transfer (AS-T) degrees. These degrees must follow the Transfer Model Curriculum (TMC) approved by the CCCCCO and meet all requirements of [SB1440](#) and [Ed Code § 66746](#).

2. 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 Degrees for Transfer (ADT)

Transfer Model Curriculum (TMC) is a structured framework developed collaboratively by faculty from California Community Colleges (CCC) and California State Universities (CSU) to streamline the transfer process for students. Each TMC outlines a set of courses for specific majors, ensuring that students who complete these courses at a community college can transfer to a CSU with junior standing, having fulfilled lower-division major requirements. This alignment not only facilitates a smoother transition but also provides students with a clear academic pathway, reducing the uncertainty often associated with transferring between institutions. In response to [AB 928](#) (Berman, 2021), as of fall 2025 Cal-GETC is “the singular general education transfer pathway used for the ADT, that satisfies lower division requirements of both the University of California (UC) and the California State University (CSU) systems”.

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:
2. Certified completion of the California General Education Transfer Curriculum (Cal-GETC) pattern. This satisfies the lower-division general education requirements for both CSU and UC systems.
3. A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
4. Obtainment of a minimum grade point average of 2.0.
5. A minimum of 12 units must be completed in residence within the San Mateo County Community College District.

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 Benefits

These degrees offer California Community College students several 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 § 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 § [66748](#)).

4. The CSU is prohibited by Education Code § [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.

ADT Development & Approval

The following standards apply to the development and approval of the Associate Degrees 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 general education pattern
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 the structure of the Transfer Model Curriculum (TMC).
7. Constituent courses must have either C-ID or articulation/transfer status with CSU as specified on the TMC.

Local Associates Degrees

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

1. A minimum of 60 semester units (90 quarter units) of degree-applicable lower division credit courses, including courses that apply to the major or area of emphasis in career technical fields and courses in composition, reading, and mathematics or quantitative reasoning not more than one level below transfer. Below transfer level course requirements must align with Education Code § [78213](#).
2. At least 18 semester units or 27 quarter units in a major or in an area of emphasis
3. 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.
- c. “Integrative baccalaureate-level courses” draw broad connections between multiple perspectives and methodologies and demonstrate relationships within or between disciplines.

Baccalaureate Degrees

Education Code [§ 78040 et seq.](#) (2014), 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. According to [The California Community College Chancellor’s Office, Assembly Bill 927](#) (Medina, 2021) amended the previously mentioned educational code “to authorize the Board of Governors to establish up to 30 baccalaureate degree programs in two application cycles per academic year.”

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, § 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.
- Deactivating and/or adding courses could alter certificates and degrees in your discipline. If a course is deactivated 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.

Deactivating 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 deactivate 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 Deactivate 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 deactivate.
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 deactivate 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 deactivated
- 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 deactivating 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 deactivation request.

Impact of Deactivating Certificates and Degrees

When a degree or certificate is deactivated, 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 deactivation. If the degree or certificate is stackable or required for entrance into another program, students would be impacted by the deactivation. Thus, it is important for us to understand the larger picture of student impact before deactivating a program.

Reactivating Certificates, Degrees and Programs

Reactivating a program brings it back into “active” status from its previously “deactivated” status. Since a deactivated 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.
- **Deactivated:** 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 “deactivated” 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 \(PCAH\)](#), (9th ed., 2026)
- [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](#)

Glossary of Terms

- **Content Review:** a rigorous, systematic process developed in accordance with Title 5, § 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, § 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, § 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

1. **COURSE ID:** GEOL 106 **TITLE:** Weather and Climate **C-ID:** GEOG 130
Units:4.0 units **Hours/Semester:** 48.0-54.0 Lecture hours; 48.0-54.0 Lab hours;
96.0-108.0 Homework hours
Method of Grading: Letter Grade Only
2. **COURSE DESIGNATION:**
Degree Credit
Transfer credit: CSU; UC
AA/AS Degree Requirements:
Skyline - GENERAL EDUCATION REQUIREMENTS: Area 5A - Natural
Sciences: Physical Sciences
CALGETC:
CG AREA 5 Physical and Biological Sciences: 5A-Phys Science
CG AREA 5 Physical and Biological Sciences: 5C-Laboratory
3. **COURSE DESCRIPTIONS:**
Catalog Description:
Introduction to the study of Earth's atmosphere as a system, with an emphasis on the physical processes that change our atmosphere in the short term and throughout Earth's history. Topics include: atmospheric structure and composition, energy balances, seasonal changes, atmospheric moisture, storm systems, climate and climate change. Also listed as GEOG 106.
4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**
Upon successful completion of this course, a student will meet the following outcomes:
 - A. Describe Earth-Sun relationships and the resulting effects on weather and climate.
 - B. Classify the distribution of world climates as they relate to variations in insolation and resulting atmospheric processes.
 - C. Describe the greenhouse effect and the role that it plays in weather and climate.
 - D. Compare and contrast climate change on geologic timescales to climate change that occurs as a result of human activities.
5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**
Upon successful completion of this course, a student will be able to:
 - A. Explain the energy balance of the Earth-sun system.

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

6. COURSE CONTENT:

Lecture Content:

1. Energy and Mass

- a. Composition and Structure of the Atmosphere
 - i. Atmospheric Layers
 - ii. Temperature and density patterns
- b. Solar Radiation and the Seasons
 - i. Sources of heating and cooling
 - ii. Earth-Sun relationships
- c. Energy Balance and Temperature
 - i. Local and global patterns
 - ii. Energy balance as basis for all weather systems
- d. Atmospheric Pressure and Wind
 - i. High and low pressure systems
 - ii. Pressure gradients

2. Water in the Atmosphere

- a. Atmospheric Moisture
 - i. Water cycle
 - ii. Chemistry of water molecule
- b. Cloud Development and Forms
 - i. Cloud formation and lifting condensation level
 - ii. Cloud types
- c. Precipitation Processes
 - i. Conditions that lead to precipitation

- ii. Precipitation types
- 3. Distribution and Movement of Air**
 - a. Atmospheric Circulation and Pressure Distributions
 - i. Global circulation patterns
 - ii. High and low pressure systems
 - b. Air Masses and Fronts
 - i. Cold fronts formation and features
 - ii. Warm fronts formation and features
- 4. Disturbances**
 - a. Midlatitude Cyclones
 - i. Causes and formation
 - ii. Conditions associated with midlatitude cyclone
 - b. Thunderstorms and Tornadoes
 - i. Causes of uplift
 - ii. Geographic occurrence
 - iii. Impacts
 - c. Tropical Storms and Hurricanes
 - i. Characteristics of tropical storms and hurricanes
 - ii. Occurrence globally and annually
 - iii. Conditions required
 - iv. Impacts of storms
 - d. Weather forecasting and analysis
 - i. Technology
 - ii. Complexities of forecasting weather
- 5. Climate**
 - a. Earth's Climates and their distribution
 - i. Climate versus weather
 - ii. Koppen Climate Classification Scheme
 - b. Climate Changes and their causes
 - i. Review of energy balance
 - ii. Sources of incoming and outgoing heat and energy
 - c. Past climates and how they have changed naturally
 - i. Milankovitch Cycles
 - ii. Tectonic Changes
 - iii. Sunspots
- 6. Anthropogenic Climate Change**
 - a. Greenhouse effect and sources of greenhouse gases
 - i. Long lived greenhouse gases
 - ii. Review of sources of each gas and timeframe in the atmosphere
 - iii. Projections for future climate change

- iv. Climate models
- b. Impacts of modern climate change
 - i. Sea level rise
 - ii. Increased storminess and drought
 - iii. Increased disease
 - iv. Extinction
- c. Mitigation and Response to observed climate change
 - i. Technological solutions
 - ii. Reductions of greenhouse gases

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 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

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Lab
- C. Activity
- D. Discussion
- E. Experiments
- F. Field Trips
- G. Guest Speakers
- H. Observation and Demonstration

8. REPRESENTATIVE ASSIGNMENTS

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

Writing Assignments:

Students will read scientific articles and general media articles relating to weather and climate processes and respond to them with 1-2 page short written essays approximately 5 times per semester.

Students will complete one 5-7 page research paper on a proposed response to climate change.

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.

Other Outside Assignments:

Students will have weekly questions that will serve as both preparation for and review of weekly lectures.

Students will have weekly lab assignments, including topics such as:

Lab 1: Vertical Structure of the Atmosphere

Lab 2: Earth Sun Geometry

Lab 3: The Surface Energy Budget

Lab 4: The Global Energy Budget

Lab 5: Atmospheric Moisture

Lab 7: Cloud Droplets and Raindrops

Lab 8: Atmospheric Motion

Lab 9: Weather Map Analysis

Lab 10: Hurricanes

Lab 11: Climate Controls

Lab 12: Climate Classification

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Class Participation
- B. Class Work
- C. Exams/Tests
- D. Field Trips
- E. Group Projects
- F. Homework
- G. Lab Activities
- H. Oral Presentation
- I. Papers
- J. Portfolios
- K. Projects

- L. Quizzes
- M. Research Projects
- N. Written examination

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- A. Ruddiman, W. F. *Earth's Climate Past and Future*, 3rd ed. New York, N.Y.: W. H. Freeman and Company, 2014
- B. Lutgens, F. K., Tarbuck E. J., and Tasa, D. *The Atmosphere: An Introduction to Meteorology*, 14th ed. San Francisco: Prentice Hall, 2018
- C. Aguado, E, Burt, J.E. *Understanding Weather and Climate: Global Edition*, 7th ed. Prentice Hall, 2015

Possible manuals include:

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

Other:

- A. <http://pressbooks-dev.oer.hawaii.edu/atmo/>
- B. The texts are the most updated texts for this course.

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 Checklist⁷

All instructors should distribute their syllabus to students during the first day of class of each semester, including summer. A copy of the syllabus should be submitted to the appropriate Dean and Division by the end of the first week of the semester. Syllabi are kept on file in the Division Office.

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

[CTTL Templates for Canvas Syllabus](#) (Skyline Faculty Repository)

I. Essential (Required) Information

- Semester and year
- Instructor's name
- Office hours - days, times, location, and modality
- Office phone number and/or District e-mail address
- Course title, number, and CRN (Course Record Number)
- Class meeting day(s), time(s), and modality(s) (if applicable)
- Class meeting location (building and room number)
- Class units (e.g. 4 units)
- College Catalog Course Description⁸
- Student Learning Outcomes (Note: SLOs on syllabi are required by ACCJU Accreditation Standards)
- Course prerequisites, co-requisites, and/or advisories (recommended preparation)
- Required textbooks, materials, and supplies
- Assessments and how they are graded (Points or Percentage) such as:

⁷ Approved by the Skyline College Academic Senate, September 17, 2015, Updated Spring 2026 by The Skyline Curriculum Committee and The CTTL

⁸ The Course Catalog Description, Student Learning Outcomes, and Course Requisites can be found on the **current Course Outline of Records (COR)** in CurricUNET. Be sure to select the "active" version of your course to find the current information.

- Exams/Quizzes
- Projects
- Presentations
- Homework/Classwork
- Portfolios
- Discussions
- Writing Assignments
- Class Participation (include specifics)
 - Note:** You may not use attendance for grading
- Other graded work
- Final exam date and time (see [final exam schedule](#) in the Class Schedule)
 - Note:** Any changes to scheduled final exam day or time must be approved by your dean.
- Clear Grading Scales, Policies, and Evaluation Criteria - (explanation of contract or alternative grading systems if used)
- Grading scale for the final semester grade
- Important Dates (see [academic calendar](#) in the Class Schedule)
- Your AI Policy (new requirement by CVC-OEI rubric in 2026-27 for courses taught in distance education format)- Stoplight Framework [samples here](#)
- Recommendation on Artificial Intelligence Notification
 - We recommend that all faculty have a statement on artificial intelligence use in their course syllabus. Drafting of artificial intelligence syllabi language can be guided by frameworks such as the [Stoplight Framework](#), which has been introduced and recommended at the District Academic Senate. Faculty should consider the following syllabus statement elements:
 - Student-use of AI
 - Faculty-use of AI
 - Academic Integrity, Plagiarism & Copyright
 - Faculty can consult the following SMCCCD syllabus statement resources:
 - [SMCCCD Syllabus Guidance](#)

- [Sentient Syllabus Resource Guide](#)
- Spotlight Framework [samples here](#)
- We further recommend that statements related to artificial intelligence are regularly updated, as the nature of AI continues to evolve.

See Section III for statements required for legal compliance.

II. Additional Course Information (recommended as applicable)

Logistics

- Lab availability (computer labs, language labs, science labs, etc.)
- Tutoring or additional support
- Recommended textbooks, materials, and supplies
- Withdrawing from the course (in line with college policies)

Topics and Assignment Details

- Units/topics and estimated dates
- Suggested disclaimer: Course content and schedule are subject to reasonable change at the instructor's discretion.
- Content assignments (readings, videos, other materials)
- Homework assignments and/or projects, and due dates (or refer to Canvas course calendar)
- Extra-credit assignments
- Tentative exam dates, format, and time allowed
- Additional Important Dates

Instructor/Course Policies

- Make-up or Late Work
- Attendance/Punctuality
- Cell Phone/Computer Usage
- AI Usage (required for DE courses as of 2026)

- Classroom Policies (visitors not allowed, food and drink, safety and health), [Skyline College Public Safety website](#)
- Other behavioral issues that are important to you as the instructor
- Consider any class norms or if you will have students co-create class norms

III. Required Statements for Compliance Purposes

These must be on the syllabus for compliance purposes, but can be placed towards the end if the flow is better that way:

- **Course Information and Degree Applicability**

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. For the most current information regarding Associate Degree requirements, please consult a Skyline College counselor and/or the [Skyline College Catalog](#).

- **Academic Adjustments for Students with Disabilities**

In coordination with the [Educational Access Center](#) office, reasonable accommodation will be provided for eligible students with disabilities. For more assistance, please contact Melissa Matthews in the Educational Access Center (EAC) Bldg 5, Room 132 or call (650) 738-4280.

- **Academic Integrity**

The work you submit/present must be your own. All paraphrases and quotations must be cited appropriately. The [Skyline College Student Handbook](#) has a complete statement defining cheating and plagiarism, available online. If you are caught cheating or plagiarizing another person's work, you may be disciplined in one (1) or more of the following ways:

1. You may be given an F on the assignment;
2. You may be referred to the College Disciplinarian for further sanctions which range from a warning to expulsion from Skyline College.

(You may wish to also link to your AI Usage policy.)

- **Class Conduct Expectations**

Students are responsible for adhering to the Code of Student Conduct outlined in the [Skyline College Catalog](#) and the [Skyline Student Handbook](#), available online. Students who engage in disruptive behavior—conduct that interferes with the instructional, administrative, or service functions of the course – can be subject to disciplinary action, including suspension and/or expulsion from the course and/or college.

- **Financial Aid**

To maintain financial aid eligibility at Skyline College, students must meet all Satisfactory Academic Progress (SAP) criteria as outlined below.

1. Minimum 2.0 Cumulative Grade Point Average (GPA)
2. Minimum 67% Cumulative Completion Rate
3. Cannot exceed 90 attempted units

If a student has been suspended for not meeting these SAP standards, they may submit an appeal if they faced special circumstances that affected their academic performance. For further details about this policy and the appeal process, visit the Skyline College [Satisfactory Academic Process](#) webpage.

- **Means of Communication**

To avoid missing important messages from the college/District employees, please activate your student email account by logging into [My SMCCCD webpage](#) if you have not already done so. Messages regarding your registration status, as well as other necessary information, will be sent to you through this means of communication.

- **How to Forward Your my.smccd.edu Email to Another Email Address**

Skyline College will use your **my.smccd.edu** email account to share information with you. If you don't check that email, you may miss important news. If you don't want to check your **my.smccd.edu** account, and would rather use an email account such as gmail please take a few minutes to set up forwarding for your **my.smccd.edu** email to your regular account. Follow these steps:

1. Go to [Websmart](#).
2. In your student account area, click on the link that says "New! Student Email"

3. Here, you may view your email address and password, and you may reset your password.
4. **Important:** Open your **my.smccd.edu** email.
5. Click “Settings” at the top of the page.
6. Click the “Forwarding and POP/IMAP” tab.
7. Under Forwarding, click the “Forward a copy of incoming mail” button.
8. Enter the email address you want to forward your email to
9. Click “Save Changes.”

IV. Recommended (Optional) Resources and Support Information

Available Student Support Services and Resources

- <https://skylinecollege.edu/catalog/studentresources/> (one stop shop)
- You may also want to add links to library, learning center, etc. or use the built-in Canvas templates that include this.

AB 2881 Resources for Students with Dependent Children

- Per Assembly Bill 2881, faculty are encouraged to add the following resource information to their course syllabus or Canvas links:
- <https://skylinecollege.edu/studentresources/basicneeds.php> (child care, food, transportation)

Optional Statement of Support for Undocumented Students (samples)

There are two options for faculty to use or modify, a long version and a short version (both below).

Long version

Support for Undocumented Students and Those Affected by Immigration Enforcement
As an instructor, I recognize the resilience and determination that our undocumented and immigrant students bring to Skyline College. The San Mateo County Community College District affirms under the California Constitution that all

students, faculty, and staff— regardless of immigration status— have a right to privacy and the inalienable right to attend campuses which are safe, secure and peaceful.

I understand that these are challenging and uncertain times, and that concerns around immigration can create fear and anxiety. If you are experiencing difficulties that impact your attendance or coursework, please reach out so we can make a plan together for your success. I am committed to working with you and ensuring you have the support you need to continue in this course. I stand in solidarity with our undocumented students and all those impacted by immigration-related issues.

Please know that you are not alone, and you have the right to access our campus support services. **The Undocumented Community Center (UCC)** offers **confidential support** to students and their families, including access to legal aid, state financial aid, academic counseling and other essential resources. If helpful, I can assist in connecting you with the UCC to learn more and receive confidential support.

Visit: Building 1, Room 1-219| **Email:** skylineucc@smccd.edu | **Website:** skylinecollege.edu/ucc
For **district-wide undocu student resources**, visit: smccd.edu/undocu

Short version

Support for Undocumented Students and Those Affected by Immigration Enforcement
I understand that these are challenging and uncertain times, and that concerns around immigration can create fear and anxiety. If you are experiencing difficulties that impact your attendance or coursework, I want to support you. Please reach out so we can make a plan together for your success. I am committed to working with you and ensuring you have the support you need to continue in this course. I stand in solidarity with our undocumented students and all those impacted by immigration-related issues.

Please know that you are not alone. In addition to the support I can provide in this course, you have the right to access campus resources. **The Undocumented Community Center (UCC)** offers **confidential support** to students and their families, including legal aid referrals, state financial aid assistance, academic counseling, and other essential resources. If helpful, I can also assist in connecting you with the UCC.

Visit: Building 1, Room 1-219| **Email:** skylineucc@smccd.edu | **Website:** skylinecollege.edu/ucc

For **district-wide undocu student resources**, visit: smccd.edu/undocu

For district-wide undocumented student resources, please visit: smccd.edu/undocu

Student Success

- Warnings of potential pitfalls and advice/strategies for avoiding them
- Recommendations for staying on track
- Positive statement of support/resources to help students succeed

V. **Additional Faculty Information (optional, or put in Canvas)**

- Biography
- Website
- Other methods of contact
- Teaching philosophy
- Additional information

VI. **Suggestions for Syllabus and Canvas intro Module**

- Use a welcoming tone and friendly language, in addition to the required legalese.
- Consider using a DesignPLUS Canvas template ([LINK](#)) or consulting with CTTL instructional designers on making a user-friendly syllabus option in Canvas
- Layout matters! Consult with an instructional designer if needed.
- Consider reviewing the syllabus with students or having a fun icebreaker activity, quiz, or similar for students to familiarize themselves.
- In Canvas, break the syllabus into sections using Pages function inside a Welcome Module for easy access

Welcome and Key Class Information (Sample)			✓	+	...
0001	0001	0001	✓	+	...
0001	0001	0001	✓	+	...
0001	0001	0001	✓	+	...
0001	0001	0001	✓	+	...
0001	0001	0001	✓	+	...
0001	0001	0001	✓	+	...
0001	0001	0001	✓	+	...
0001	0001	0001	✓	+	...
0001	0001	0001	✓	+	...
0001	0001	0001	✓	+	...

- [Book an appointment with CTTL](#)
- [CTTL Syllabus Resources](#)

Course & Section Title Here



Dr. Clare Fraiser
Teacher
fraisercl@smccd.edu
(510) 678-9000
Bldg 6, Room 222

Instructor Introduction

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

Course Syllabus	▲
Course Communication	▲
Course Description	▲
Course Technology	▲
Logistics	▲
Grading	▲
Student Support Services	▲
Standards of Conduct	▲
Expectations	▲
Assignments	▲