

2016

Curriculum Committee Handbook

Sacramento City College

The Curriculum Committee operates as a subcommittee of the Academic Senate. While the Curriculum Committee is listed with the Standing Committees, technically, it is not a Standing Committee. Members of the Curriculum Committee are not necessarily members of the Academic Senate.

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Sacramento City College 2016-17 Goals & Strategies

SCC Goal A: Deliver student-centered programs and services that demonstrate a commitment to teaching and learning effectiveness and support student success in the achievement of basic skills, certificates, degrees, transfer, jobs and other student educational goals.

Strategies:

- A1. Promote the engagement and success of all students, with a special emphasis on first-year students who are **new** to college.
- A2. Review courses, programs and services and modify as needed to enhance student achievement.
- A3. Provide students with the tools and resources that they need to plan and carry out their education, complete degrees and certificates, and/or transfer.
- A4. Improve basic skills competencies in reading, writing, math, and information **and technological** competency across the curriculum in order to improve student preparedness for degree and certificate courses and for employment.
- A5. Deliver services, curriculum, and instruction that result in equivalent student outcomes for all modalities and locations.
- A6. Identify and disseminate information about teaching practices and curriculum that are effective for a diverse student body.
- A7. Implement practices and activities that reduce achievement gaps in student success.
- A8. Assess student learning at the course, program, and institutional levels and use those assessments to make appropriate changes that support student achievement.
- A9. Implement a formal college-wide plan to increase the completion of degrees and certificates across the college.
- A10. Ensure that students have opportunities to be involved in a range of co-curricular activities.

SCC Goal B: Align enrollment management processes to assist all students in moving through programs from first enrollment to completion of educational goals.

Strategies:

- B1. Revise or develop courses, programs, schedules and services based on assessment of emerging community needs and available college resources.
- B2. Use quantitative and qualitative data to identify strategies, which improve enrollment management processes.
- B3. Explore and create multiple ways to disseminate information to students in order to engage them with learning in the college community.
- B4. Support “front door” policies and practices that assist students with the transition to college.
- B5. Maintain the quality and effectiveness of the physical plant in order to support access and success for students (i.e. modernization, TAP improvements, equipment purchases, etc.).
- B6. Expand interactions with community and industry partners in order to increase student opportunities for experiences that help them transition to careers (career exploration, completion of licenses, internships, etc.)
- B7. Provide students with clear pathways to goal completion.
- B8. Provide programs and services that help students overcome barriers to goal completion.

SCC Goal C: Improve organizational effectiveness through increased employee engagement with the college community and continuous process improvement.

Strategies:

- C1. Review staff processes, including those for hiring, orientation, training, customer service, evaluation and professional development and modify as needed in order to make them more effective and inclusive.
- C2. Build and maintain an effective staff that reflects the diversity of our students and community.
- C3. Promote health, wellness and safety throughout the institution.
- C4. Utilize quantitative and qualitative data to help guide decision-making throughout the institution.
- C5. Increase the effectiveness of communication both within the college and between the college and the external community.
- C6. Continue to exercise transparent and fiscally sound financial management.
- C7. Encourage collegiality, connection, and participatory decision-making at the college.

Purpose of this Handbook

This handbook is intended to help new and experienced faculty at Sacramento City College in the process of curriculum development including creating new courses, updating existing courses, and proposing or modifying programs. It provides information, guidance, how-to-guides, and other tools for faculty and administrators. This handbook is subject to change as new questions and resources arise.

Curriculum Committee Purpose

The Curriculum Committee promotes development of curriculum, in cooperation with the instructional departments, that meets the identified needs of the students, community, regional work places, and global society; reviews and recommends changes in instructional programs and courses, implementation of graduation and breadth requirements, and identifies courses that meet them; ensures compliance with statewide educational policy and articulation with other educational institutions; and examines topical instructional issues of major importance to the college.

Effective practices for curriculum approval:

1. Appropriateness to Mission
2. Need
3. Curriculum Standards
4. Adequate Resources
5. Compliance (Title 5)

Faculty Responsibility for Curriculum

The college faculty is responsible for initiating curriculum development and revision. Title 5 (§ 53200 b) “10 + 1” requirements state “Academic and Professional Matters” include policy development and implementation the following:

1. Curriculum including establishing prerequisites and planning courses within disciplines
2. Degree and certificate requirements
3. Grading Policies
4. Educational program development
5. Standards or policies regarding student preparation and success
6. District and college governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development
11. Other academic and professional matters as mutually agreed upon between the governing board and the academic senate.

Curriculum Committee Composition

The SCC Curriculum Committee is comprised of **41** total members. The appropriate constituent leadership appoints committee members for a two-year membership.

The faculty membership includes a minimum of two faculty representatives per division; however, a division may receive additional seats based on its size.

Faculty Membership:

Division	Members
Advanced Technology	2
Behavioral and Social Sciences	4
Business and Computer Information Science	2
Counseling Services and Student Services	2
Humanities and Fine Arts	3
Kinesiology, Health and Athletics	2
Language and Literature	3
Learning Resources	2
Math, Statistics, and Engineering	3
Science and Allied Health	5
Articulation Officer	1

Membership at Large:

Administrative Co-Chair	1	Vice President of Instruction (Non-voting)
Faculty Co-Chair	1	Faculty (Non-voting; votes only in ties)
Classified Staff	1	One Curriculum Specialist (Voting)
	2	From curriculum-related areas (Voting)
Administrators	2	Associate VPs of Instruction (Voting)
	3	Administrators from Student Services and Instruction (Voting)
Students	2	Students (Voting)

Technical Review Team:

- Faculty Co-Chair
- Curriculum Specialist
- Career and Technical Education (CTE) AVP
- Academic AVP
- Articulation Officer

The technical review team assists curriculum developers with curriculum development, offering feedback about typical comments that may arise at first and second reading of their proposals. In addition, the team edits all proposals for grammar, consistency, legality, and compliance.

Curriculum Subcommittees

Distance Education
 General Education
 Honors
 Multicultural Graduation Requirement
 Prerequisite/Co-requisite/Advisory

Each Subcommittee consists of a chairperson and several members from the Curriculum Committee.

The Roles of the Subcommittees

Distance Education

The Distance Education Subcommittee performs a separate review of all courses containing a distance education modality. In particular, the subcommittee ensures that academic standards and learning outcomes are equivalent (or comparable) to those of the traditional in-person modality. The subcommittee recommends edits to the curriculum developer and submits regular status reports to the curriculum committee for approval.

General Education

The General Education Subcommittee is charged with the review of courses that request status in one or more of the general education graduation requirements of Natural Science, Social Sciences, Humanities, Languages and Rationality, and Living Skills. The GE Subcommittee utilizes criteria derived from Title 5 for approval of courses requesting one of these categories. The subcommittee focuses its review mainly on the course description, learning outcomes and objectives, and course topics. Each of these components of the curriculum outline must illustrate all aspects of the criteria for the requested GE category. For the learning outcomes and objective section of the course outline, relevant specific outcomes from SCC's GE learning outcomes are provided for assistance to the developer. The GE Subcommittee also provides similar feedback regarding the need for more information or clarification of any aspect of the course outline or to explain reasons for request denials. The subcommittee recommends edits to the curriculum developer and submits regular status reports to the curriculum committee for approval.

Honors

The Honors Subcommittee reviews course proposals for the inclusion of an enriched content that challenges students in a seminar approach requiring a high level of in-class participation and a student-initiated project that explores a course content area in-depth. The Honors Transfer Council of California provides these criteria. The subcommittee recommends edits to the curriculum developer and submits regular status reports to the curriculum committee for approval.

Multicultural Graduation Requirement

The Multicultural Subcommittee advises the general committee as to whether or not courses fulfill the multicultural graduation requirement for the college. The Multicultural Subcommittee acts in accordance with Title 5, Los Rios Graduation Requirement and SCC's General Education Learning Outcomes. The subcommittee recommends edits to the curriculum developer and submits regular status reports to the curriculum committee for approval.

Prerequisite/Corequisite/Advisory

The Prerequisite/Corequisite/Advisory subcommittee reviews the courses that have requirements listed in the prerequisite, corequisite, advisory, or enrollment limitation sections of the course outline as well as the justification for these requirements. The subcommittee recommends edits to the curriculum developer and submits regular status reports to the curriculum committee for approval.

Meeting Schedules

Curriculum Committee Meeting

Fall semester	Most Fridays	11:00 am – 1:00 pm
Spring Semester	Alternate Fridays	11:00 am – 1:00 pm

Technical Review Meeting

Fall semester	Most Fridays	9:00 am – 11:00 am
Spring Semester	Alternate Fridays	9:30 am – 11:00 am

Curriculum Job Descriptions and Responsibilities

Curriculum Committee Member

- Reviews agenda and assigned curriculum, reads proposals before each meeting
- Attends Curriculum Committee Meetings
- Reports on curricular issues and requests faculty input on curricular issues in own area division
- Assists colleagues with curriculum development and revision

Vice-President of Instruction/Administrative Co-Chair (VPI or CIO)

- Serves as a non-voting Co-Chair of the Curriculum Committee and attends Curriculum Committee Meetings
- Meets with Faculty Co-Chair and Curriculum Specialist to develop Agendas and Minutes for the Curriculum Committee Meetings
- Serves on District Curriculum Coordinating Committee
- Serves on District Program Placement Council

Faculty Co-Chair

- Initiates Curriculum Process with proposals launched to Tech Review Status in SOCRATES (Los Rios curriculum software)
 - Generates Subcommittee agendas using SOCRATES
- Begins Tech Review process by reviewing curriculum proposals, making edit suggestions based upon grammar, punctuation, spelling, typos, and legal issues (E.G. Title 5). The faculty co-chair sends the Tech Review notes to the Tech Review Team for further comment.
- Reviews and compiles Tech Review notes after the Tech Review team has added comments
- Sends finalized Tech Review notes to the appropriate faculty curriculum developers – with details and instructions regarding the scheduled Technical Review Meeting and deadlines to address the comments and suggestions for edits
- Works with Administrative Co-Chair and Curriculum Specialist to develop curriculum committee meeting agendas, minutes, and address curricular issues
- Serves on the Academic Senate to communicate curricular issues; provides a regular report on Curriculum Committee accomplishments
- Serves on the DCCC
- Serves on the SOCRATES Advisory Group (SAG) district committee
- Attends Curriculum Institute sponsored by the California Community College Statewide Academic Senate
- Moves course and program proposals through the approval processes in SOCRATES
- Maintains detailed tracking of course and program proposals throughout the curriculum process
- Participates in the Program Review Process
- Leads the curriculum committee meetings and votes in the case of a tie
- Meets with faculty developers to assist in curriculum development

Curriculum Specialist

Under direction of the Vice President of Instruction:

- Assists faculty and administrators with curriculum writing and functions of SOCRATES (curriculum management)
- Reviews and suggests edits on curriculum proposals as a Technical Review team member to ensure compliance with state and local guidelines, including Title 5 and requirements of the California Community Colleges Chancellor's Office
- Participates in Technical Review meetings with faculty developers and subcommittee chairs; guides faculty on the curriculum process
- Tracks the progress of curriculum proposals throughout the approval processes and according to adopted timelines for Board of Trustees approval
- Compiles Curriculum Committee agendas and minutes with faculty and administrative co-chairs
- Serves as a voting member of Curriculum Committee
- Inputs approved curriculum, programs, and management information system coding into the local PeopleSoft Master Course File
- Maintains accuracy of the college course and program inventory with the California Community Colleges Chancellor's Office Curriculum Inventory
- Coordinates with the college Articulation Officer for development and input of transfer, articulation information, and Associate Degrees for Transfer
- Coordinates the development, review, and approval of regional and state program and course approval documents
- Coordinates with Financial Aid on program coding for submission to the Department of Education and reconciles MIS coding for student financial aid eligibility
- Reviews planning sheets for Schedule of Classes for alignment with approved curriculum for class-level content entry by Schedule Technicians
- Submits MIS reporting documents to District IT and CCC Chancellor's Office
- Coordinates and edits the annual College Catalog and Catalog Addenda
- Serves on the SOCRATES Advisory Group (SAG) – District committee
- Serves on PeopleSoft Catalog/MIS Reporting Specialist Team - District committee
- Attends the annual Curriculum Institute sponsored by the California Community Colleges Statewide Academic Senate
- Assists with Program Review coordination
- Coordinates Web updates of Curriculum-related pages

Articulation Officer

- Attends Curriculum Committee Meetings
- Attends Technical Review Meetings
- Communicates curriculum issues to Faculty Co-Chair, Administrative Co-Chair, and Curriculum Specialist
- Reviews curriculum proposals as a member of the Technical Review Team
- Submits outlines to OSCAR and ASSIST
- Works with other colleges and universities on transferability
- Coordinates articulation agreements
- Prepares transfer degree documentation (TMCs) and keeps committee informed on progress

Associate Vice-Presidents of Instruction (AVPIs)

- Attend Curriculum Committee Meetings
- Participate as members of the Technical Review Team
- Attend District Curriculum Committee as an alternate to the VPI/Administrative Co-Chair
- Coordinates the program review process

General Education Subcommittee Chair

- Facilitates discussions and review by the GE Subcommittee regarding GE designation requests made on curriculum proposals
- Communicates with curriculum developers regarding changes and edits to curriculum to meet GE requirements
- Prepares and presents regular reports to the Curriculum Committee regarding pending, approved, and denied GE requests
- Attends Technical Review Meetings
- Communicates with the Chair and the Articulation Officer to ensure all courses properly request GE approval, and that all courses requesting GE are reviewed
- Maintains a record of GE course approvals
- Communicates with the Chair on GE issues that are of concern to the entire committee

Distance Education Subcommittee Chair

- Facilitates discussions and review regarding DE requests made on curriculum proposals
- Communicates with curriculum developers regarding changes and edits to proposals to meet DE requirements and best practices
- Prepares and presents regular reports to the Curriculum Committee regarding pending, approved, and denied DE requests
- Attends Technical Review Meetings

Honors Subcommittee Chair

- Facilitates discussions during the review of Honors designation requests made on curriculum proposals
- Communicates with curriculum developers regarding Honors designation requirements
- Prepares and presents regular reports to the Curriculum Committee regarding pending, approved, and denied Honors requests
- Attends Technical Review Meetings

Multicultural Subcommittee Chair

- Facilitates discussions during the review of Multicultural Education designation requests made on curriculum proposals
- Communicates with curriculum developers regarding Multicultural Education requirements for curriculum
- Prepares and presents regular reports to the Curriculum Committee regarding pending, approved, and denied Multicultural Education requests
- Attends Technical Review Meetings

Prerequisite/Corequisite/Advisory Subcommittee Chair

- Facilitates discussions and review regarding Pre/Co/Adv requests on curriculum proposals
- Communicates with curriculum developers regarding changes and edits to meet Pre/Co/Adv requirements and best practices
- Prepares and presents regular reports to the Curriculum Committee regarding pending, approved, and denied Pre/Co/Adv requests
- Attends Technical Review Meetings

Importance of Course Outlines and Program Outlines

Well-written course and program outlines are essential. Please note the following:

1. Faculty are both legally (Title 5) and contractually (LRCFT union contract) required to teach to the Course Outline of Record (COR).
2. Four-year colleges and universities articulate courses with community colleges based upon the official Course Outlines of Record.
3. Accreditation standards require that the community college assess how well students achieve the student learning outcomes and the program learning outcomes contained in the official Course and Program Outlines of Record.

Reviewing a Course or Program for Approval

The following questions should be kept in mind as you review curriculum proposals:

- Does the course or program fit the mission of the college?
- Is the course or program appropriate for the college-level?
- Is the incorporation of critical thinking apparent throughout the outline, particularly in the description, learning outcomes and objectives, and instruction and evaluation methods?
- Does each part of the outline integrate with and reinforce other parts of the outline?

Types of Curriculum Proposals

Course Proposals:

New to District – A proposal to create a new Course Outline of Record that is not in existence at any other college in the Los Rios Community College District

New to College – A proposal to create a new Course Outline of Record at SCC that currently exists at another college in the LRCCD

Revision – A proposal to revise a current Course Outline of Record at SCC

Deletion – A proposal to delete a current Course Outline of Record at SCC

Program Proposals:

New Program – A proposal to create a new degree or certificate at SCC (*Even if the program exists at another Los Rios college, it is still considered a new program.*)

Revision – A proposal to revise a degree or certificate at SCC

Deletion – A proposal to delete a degree or certificate at SCC

New Designators and Thematic Blocks

Collegial Contact

Faculty members who wish to create a new course designator and/or thematic block or add a new thematic block to an existing course designator must contact the affected departments at the other three colleges in Los Rios to both notify and seek the opinions of peers on the new development. If the course designator is not in use by any of the other colleges, no contact is required.

Faculty members must complete the New Course Designator/New Thematic Block Request/Designator Removal form, which is requested from the Curriculum Chair. Complete the form and include the rationale for change, any courses planned for the new block (include designator, number and title), and any other considerations.

The faculty member sends the completed Thematic Block Proposal Form to the Curriculum Chair and then contacts appropriate faculty at the other colleges requesting their view on the change. Once the college Curriculum Chair receives the proposal, they may place it on the Curriculum Committee agenda. The chair sends a copy of the proposal to the other college curriculum chairs and the DCCC chair. In the notice, they indicate when the college curriculum committee is scheduled to review the proposal and request that any concerns be sent to them in enough time to resolve the concerns. Once the college curriculum committee approves the proposal, the college curriculum chair submits the proposal to the District Curriculum Coordinating Committee (DCCC).

The DCCC reviews the proposal and approves (all concerns should have been addresses and resolved by this step). After DCCC approval, the DCCC chair submits the proposal to the CMS programmer for implementation.

The Curriculum Process – Beginning to End (Catalog Status)

SOCRATES	SOCRATES is the Los Rios curriculum management system used by faculty to develop and maintain curricula. SOCRATES stands for System for Online Curriculum Review and Technological Education Support.
Draft	When a faculty member, referred to as “curriculum developer,” initiates a Curriculum proposal, it appears in SOCRATES in Draft status. The proposal stays in Draft status until the faculty member “launches” or “withdraws” the proposal. Current courses and programs in SOCRATES are not affected by a “launch” or “withdrawal” of a Draft proposal.
Department Review	After a proposal is “launched,” the status in SOCRATES changes to Department Review. The Department Chair will receive an email message with a request to enter the Department Vote and add an electronic signature. Once the Department Chair completes this step, the proposal moves to “Tech Review” status in SOCRATES.
Tech Review	At this stage the Faculty Chair of the Curriculum Committee begins the curriculum review and approval process according to the published Submissions Calendar. Within approximately 1 to 4 weeks the Curriculum Developer will receive an email from the Faculty Chair with comments and suggestions from the Tech Review team. This email includes instructions regarding completion time for edits, as well as a scheduled appointment for the Technical Review meeting. The meetings are typically scheduled for Fridays before the full committee meets. In addition, various subcommittee chairs may also send comments, requests, or recommendations to the curriculum developer. If the curriculum is submitted after calendar deadlines, the process will take longer. The proposal remains at Tech Review status until the Technical Review Team and appropriate subcommittee chairs agree that the proposal is ready for a First Reading. Most proposals are ready to move to First Reading status by the end of the Technical Review Meeting, provided that the curriculum developer has addressed all comments.
Consent/FYI	If the curriculum proposal is a revision with no substantial changes, the proposal may be assigned Consent/FYI status by the Faculty Chair. Consent proposals are placed on a Curriculum Committee meeting agenda as Consent Items. If there are no questions or concerns by committee members during the meeting, the proposal is moved to Catalog status.

First Reading Once the proposal is moved to First Reading status, it is placed on a Curriculum Committee agenda. The members of the curriculum committee review the proposal and direct comments to the curriculum developer during the scheduled Curriculum Committee meeting.

Second Reading After all agreed-upon edits from the first reading are complete, the proposal is moved to Second Reading status by the Faculty Chair and placed on another Curriculum Committee agenda. The committee members vote on all proposals on the agenda at Second Reading status. If the proposal is approved, the Faculty Chair moves the proposal to the next level. (See the chart at the end of this section for guidance on proposal movement past second reading.)

All proposals at DCCC status are reviewed and voted on by members of the District Curriculum Coordinating Committee at its monthly meeting. DCCC approved proposals are moved to the next level.

The Los Rios Community College District Board of Trustees votes on proposals at Board status at its monthly meeting. Board approved proposals are moved to the next level.

CCCCO The Chancellor’s Office reviews programs at CCCCCO status. CCCCCO approved programs are moved to Catalog status.

After the Faculty Co-Chair moves the proposal to Catalog status, the local approval process is complete. If the proposal was a revision, it replaces the current catalog version of the outlines of record in SOCRATES.

Movement of Curriculum Proposals Beyond Local Approval

Course Revision (No substantial change)	>	>	>	Catalog
Course Revision (Substantial change - name or unit change)	> DCCC	>	>CCCCO	Catalog
Experimental Course	> DCCC	>	>	Catalog
New to College Course	> DCCC	>	> CCCCCO	Catalog
New to District Course	> DCCC	> Board	> CCCCCO	Catalog
Program Revision (No substantial change – typos, language update)	>	>	>	Catalog
Program Revision * (Substantial change – required courses, units)	> DCCC	> Board	> CCCCCO	Catalog
New Program	> DCCC	> Board	> CCCCCO	Catalog

* Substantial revisions of Career and Technical Education (CTE) programs require North/Far North Regional Consortium approval.

New Program Development

The development of new programs is coordinated through the Instruction Office. Developers will use the following step-by-step guide as they seek approval for a new program.

- ❖ The department or division discusses the new program concept and gathers feedback from its Advisory Committee.
- ❖ The department or division documents discussions in the advisory meeting minutes, including

advisory membership roster information (name, title, and contact information). This documentation will be needed when the approval application for the program is submitted.

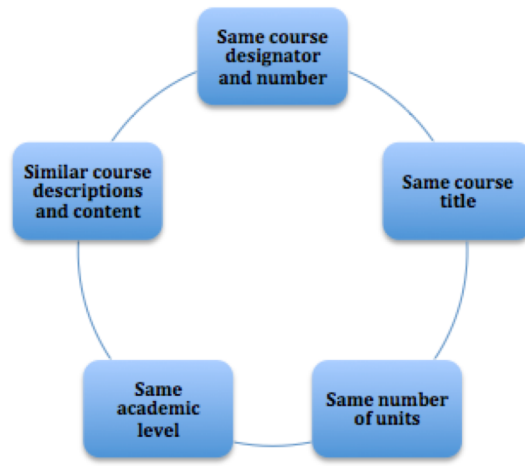
- ❖ The division dean and faculty present the program concept at the first fall meeting of the Curriculum Committee.
- ❖ The Vice President of Instruction requests that the program be added to the district Program Placement Council (PPC) list of programs for consideration.
- ❖ If approved by the Program Placement Council, the faculty develops the program in SOCRATES. If it is a Career-Technical Education program, the AVP for Economic and Workforce Development announces the program to the North/Far North Regional Consortium (NFNRC).
- ❖ The Curriculum Specialist, Instruction Office, sends the approval application forms to the faculty developer.
- ❖ The faculty developer contacts the Articulation Officer to request that articulation and ASSIST documents be sent to the Curriculum Specialist in the Instruction Office. For transfer degrees (ADTs), the Articulation Officer provides the appropriate Transfer Model Curriculum (TMC) documents, unit verifications, and other documentation as needed.
- ❖ The faculty developer assembles labor market data, advisory minutes, and the advisory membership roster, and course outlines in electronic formats for inclusion in the new program application.
- ❖ Working together, the Curriculum Specialist and the faculty developer finalize the program approval application.
- ❖ The proposal and draft program approval application move through the local approval process:
 - The application is shared with the Curriculum Committee as a Consent/FYI Item. The program outline is held at tech review status awaiting this completion.
 - The Curriculum Committee completes first and second readings of the program proposal.
 - The program proposal is presented to the District Curriculum Committee (DCCC) and the Board of Trustees for approval.
- ❖ For CTE programs, the Instruction Office will submit the application to the NFNRC for formal endorsement.
- ❖ Once the Endorsement is received and all documentation is in place, the Curriculum Specialist, on behalf of the Vice President of Instruction, submits the application to the CCCC for consideration and approval.
- ❖ A formal response is received by the Instruction Office and shared with the faculty developer(s) and the dean.
- ❖ If the program was approved and added to the college's inventory, it will be published in the next catalog or addendum as an official offering of the college. It is at this time that the program may be announced to students.

Cross-Listed, Cross-Referenced, or “same as” Courses

Cross-Listed (courses with same MIS Coding), Cross-Referenced, or “Same as” courses are identical courses at a college. With the exception of the course designator and possibly the number, everything else about the courses is identical. For example, JOUR 360 and PHOTO 350 are identical courses. When revising such courses, the faculty developer is required to notify other departments and faculty with cross-listed courses of any changes made to the course outline so that the matching course update can be initiated. Cross-listed courses must be submitted for technical review and move through the curriculum process at the same time. Language such as, “Credit will be awarded for JOUR 360 or PHOTO 350, but not for both.” must be included at the end of the course descriptions. Course designators and numbers must be “embedded” in the course description. *Note: Programs are not cross-listed.*

The Rule of Five

A course is considered the “same” across the Los Rios Community College District if it satisfies the following five criteria:



Courses of the same academic level are not required to have the same prerequisites and courses with similar content and descriptions are not required to have the same SLOs, but the developer should take these into consideration. In practice, the Rule of Five means that when a course is offered by more than one Los Rios College and has the same identifier, it is treated as the exact same course at each Los Rios College and is presented as the same course to our articulation partners at four-year institutions. Courses that differ on one of the criteria in the Rule of Five are required to have different course designator or numbers.

Deleting a Course

When deleting a course, developers must be aware that the deletion of a course may lower the unit value on a program and jeopardize its approval status. Curriculum developers initiating a course deletion are responsible for notifying all departments and faculty who have:

- a cross-listed course associated with the deletion.
- the course listed as a prerequisite, co-requisite, or advisory to another course.
- the course listed as part of a degree and/or certificate. This information is listed in the course outline in the section titled “Relationship to College Programs.”

Program Discontinuance

Program discontinuance is conducted in accordance with the Sacramento City College Program Appraisal/Discontinuance Process (Revised March, 2014). As a subcommittee of the Academic Senate, the role of the Curriculum Committee is to facilitate discussions of program discontinuance and make appropriate recommendations to the Academic Senate.

Carnegie Unit

Typically, one lecture hour requires at least two hours of work outside of class (for the student) and thus, is called “1 unit.” Three hours of laboratory or activity is commonly equivalent to “1 unit” of credit. (Title 5, Section 55002.5)

Lab Courses

As with lecture courses, the UC system requires explicit description of course topics for laboratory courses or those courses that include a lab component.

Course Repetition and Repeatability

SCC complies with specific rules stated in Title 5 (§ 55000, 55024, 55040 - 55046) and Los Rios Board policy (§ 4.0) on course repetition and repeatability. In order to ensure that SCC is in compliance, only the following courses may be taken up to four (4) times:

- Courses for which repetition is necessary to meet the major requirements of CSU or UC for completion of a bachelor's degree
- Intercollegiate athletics
- Intercollegiate academic or vocational competition

Topics Courses

Topics courses are numbered 294 for college-level non-transfer and 494 for transfer. A Topics course has a consistent pedagogy as described by a complete Course Outline of Record, but with a few focus areas, which may change from term to term. A Topics course may be developed in cooperation with industry to meet specialized training needs. In general, the topics discussed in a Topics course are not included in current curriculum offerings. Even if the topic changes, students are not allowed to repeat this course.

Experimental Offering Courses

Experimental Offering Courses are numbered 299 for college-level non-transfer or 499 for transfer. Experimental Offerings provide an opportunity to experiment with a new course and refine the course description and learning outcomes during a short test period before proposing a Course of Record. Experimental Offerings may be offered two times.

Basic Structure: Experimental offering courses are structured as multiple courses, each with its own set of learning outcomes and course topics. Note that the 299 and 499 numbers represent a group of course instances. The instance titles distinguish the 299s and 499s from one another and are likely the names of the eventual Course of Record that will be proposed after the trial period. These courses show as multiple course outlines in SOCRATES. There is an outline for each instance of the 299 or 499 Experimental Offering created. Experimental Offering courses may be taught two times and then offered as Course of Record or discontinued. During the transition from an experimental course offering to a course of record, the course may be offered one more time.

Catalog: The umbrella Experimental Offering courses (299 and 499) are listed in the print and web catalogs. The catalog description is general, not specific to the particular Experimental Offering instance.

Schedule: The particular Experimental Offering instance is listed in the web schedule. The instance title and course description are listed in the class schedules under the umbrella title and description.

Developing an Experimental Offering in SOCRATES: To develop an Experimental Offering, the developer creates a new instance of a 299 or 499 course. If a 299 or 499 shell does not already exist in SOCRATES, developers request that their Curriculum Chair create the shell. A completed outline is produced with all of the fields entered. The course proceeds through the curriculum approval process. Note: There can be several instances of an Experimental Offering course developed simultaneously by different faculty developers; however, only one developer may be assigned per instance. Approval to offer an Experimental Offering course is NOT automatic. The Curriculum Committee must approve all courses, including Experimental Offering courses.

Learning Outcomes: Each instance of an Experimental Offering will have its own set of learning outcomes.

Prerequisite, Corequisite, and Advisory Enrollment: Each instance of an Experimental Offering course may have its own set of prerequisites, co-requisites, advisories, and enrollment limitations.

Transferability (UC and/or CSU): CSU: Each Experimental Offering course must contain academic rigor as required for all lower-division baccalaureate level courses. Credit earned for Experimental Offering courses will fulfill elective units only. **UC:** In addition to the above, credit for an Experimental Offering course is granted only after a review of the purpose, scope, and content of the course is completed by the enrolling UC campus. Students must request a review to receive credits, usually after transferring.

Repeatability (UC and/or CSU): CSU: The CSU system honors the repeatability policy of the college. **UC:** The UC system will designate limitations at the time of approval. These limitations are listed in the catalog within the course information.

Academic Senate Departmental Responsibilities for Distance Education

A Distance Education course offering is defined as a course that has any in-person instructional time replaced by distance education modality.

- Two modalities are used at Sacramento City College:
 - **Hybrid course:** Includes online work and regularly assigned class meetings as listed in the class schedule.
 - **Online course:** Offered via the Internet through an instructional web site. Online instructors use a variety of teaching approaches and assignments just as they do in face-to-face classes. Online courses generally do not have regular weekly in-person meetings although they may include meetings for demonstrations and assessments or exams. It is strongly recommended that departments establish practices such as in-person exams or online proctoring services that ensure academic integrity.
- Department chairs, in consultation with department faculty members, will make recommendations to the Division Dean regarding:
 - Which courses are appropriate for distance education
 - Which courses should be scheduled for distance education
 - What percentage of in-person instruction should be replaced with distance education for each course
- Instructors of sections delivered via distance education shall be selected by the same procedures used to determine all instructional assignments. (Title 5 article 2 of chapter 4 of division 4 of § 53410)
- Appropriate training of individual faculty for the distance education modality will be required before an individual faculty member teaches a distance education course. The faculty member must meet a minimum of one of the following criteria:
 - Previous teaching experience using a distance education modality
 - Completion of a local (Los Rios) DE training program, institute, or equivalent
 - Completion of a CCC Chancellor's Office-sponsored training course (e.g. @One) or equivalent
- It is recommended that faculty who teach in the distance education modality will benefit from:
 - Experience teaching the same course in an in-person, non-DE modality
 - The guidance of a mentor – available through the instructional development coordinator
 - Successful completion (as a student) of a distance education course

Adding Distance Education to a SOCRATES Course Outline

- SOCRATES course outlines are public documents used by faculty who are teaching the course as well as others who are reviewing the course for reasons such as course equivalency and articulation agreements.
- Whatever the mode of instruction, the course deliveries and assessments should be equivalent.
- If there is a component in one modality, it should be included in some form in all modalities. This includes homework, quizzes, individual or proctored exams and assessments, class participation, and group work, etc.
- Group work can be done on Discussion boards or via synchronous communication such as web conferencing and chat rooms, and email can be utilized to facilitate group work and class discussions in an online environment.
- Demonstrations can be filmed and streamed online.
- For some courses it may be appropriate for lab work to be completed online and submitted through the course learning management system.
- The CCCCO provides synchronous web conferencing tools for online collaboration for office hours, tutoring, and presentations in which the entire class can take part.

Steps in SOCRATES

The Curriculum Committee approves courses to be offered using a DE modality. To add DE to an existing course outline the developer will follow these steps:

1. Log into SOCRATES as a Course Developer and choose the option to **Revise an Existing Course**. Choose the department and the course number.
2. While in the **Basic Information** tab for the outline, click on **Delivery Modality**.
3. Check the box for **Distance Education Modality**.
4. On the **Distance Education Percentage** page use the pull-down menu to choose the **maximum** percentage of the course's instructional contact hours that may be offered via distance education. Your choices are 100%, 75%, 67%, 50%, 33%, and 25%. Specifying less than 100% means that the course can only be taught as a hybrid. The next Socrates screen will ask you to confirm the percentage. The following are examples of how the DE percentage might be designated for a course.
 - i. If the course is intended to be taught as a hybrid (e.g. 30% DE) and can also be taught as a fully online course, select 100% (that encompasses the 30%).
 - ii. If the course will only to be taught as a hybrid, with no more than half of the course hours using DE, then choose 50%.
 - iii. If a course will be offered fully online, but will include an in-person orientation and final exam, you will choose 100%. (Note: assessment and orientation can be required to be in-person while still allowing for the 100% DE option.)
5. The next screen in the outline allows the curriculum developer to add **Distance Education Limitations**, which are specific to the course. Note: Specifying limitations is optional; you may not need to specify limitations (in which case, just leave the fields blank; they won't show up on the outline). If you do, please use complete sentences. Examples of limitations:
 - A. Students are required to attend an orientation session.
 - B. Students are required to take the final assessment onsite with an ID check.
 - C. All lab work will be completed on-site.
 - D. The course orientation will be in-person.
6. In addition, for proper completion of the Distance Education portion of the course outline, the developer must also be mindful of language used in the **Instruction Methods**, **Typical Homework Assignments**, and **Evaluation Methods** sections of the outline. Wording used in these sections must be appropriate for any distance education modality for which the course is approved.

Multicultural Requirement Guidelines (*September 1994*)

In designing courses to meet the 3-unit Multicultural Requirement for Graduation, instructors should keep the following guidelines in mind:

1. It is the policy of the Curriculum Committee of Sacramento City College to encourage the infusion of multicultural course offerings in the curriculum at SCC. The Committee explicitly encourages both multicultural offerings within existing curricula and the development of new courses with multicultural perspectives.
It is expected that some of these revised existing courses and new courses will be a welcome addition to the curriculum at SCC but may not meet the particular requirements, which follow for satisfaction of the 3-unit Multicultural Graduation Requirement.

Those courses, existing or new, which are intended to satisfy that 3-unit Multicultural Graduation Requirement must meet certain critical features in order to qualify that course to satisfy the Multicultural Requirement for Graduation.
2. The 3-unit course may be required by a major or be an elective course.
3. The course should examine significant aspects of the culture, contributions and social experiences of underrepresented ethnic or racial groups in the U.S. or in the history and multicultural traditions of non-western societies.
4. All courses should be comparative among multiple social groups.
5. All courses should include analysis of concepts of ethnicity, ethnocentrism and racism, and how they shape and explain ethnic experience.

As a matter of general practice, the procedures for identifying a course as fulfilling the Multicultural Requirement begins with the development of the course with the curriculum proposal and these guidelines in hand. In developing a course, instructors will find it most helpful to carefully read through these guidelines and the Multicultural Requirement Checklist to develop the course in such a way that the course truly fulfills the intent of the Multicultural Requirement. Developers should be as explicit as is reasonable in describing how the course meets these requirements.

Criteria	Requirement Guideline
1.	Significant and substantial portions of the proposed course deal with multicultural matters.
2a.	The primary focus of the course is to examine significant aspects of culture, contributions and social experiences of underrepresented ethnic/racial minority groups in the United States.
2b.	The primary focus of the course is to examine significant aspects of culture, contributions and social experiences of non-Western, non-Eurocentric cultures.
3.	The course examines multiple groups, one of which may include European Americans, and is comparative in nature.
4.	The course should include analysis of ethnicity, ethnocentrism, and /or racism, and how they shape and explain ethnic experiences.

A course must meet Criteria #1, 2a or 2b, 3 and 4. The Multicultural Subcommittee of the Curriculum Committee only receives what is submitted to the Curriculum Committee and cannot assume that an area within these guidelines will be covered. An instructor or dean may be invited to a Multicultural Subcommittee meeting to elaborate or further explain how the course meets the Multicultural Requirement. The Multicultural Subcommittee will give feedback to the division after this meeting.

Prerequisite/Corequisite/Advisory Information

Below are some basic instructions for working with SOCRATES in the *Requisites* sections. These instructions cover the most common edits that are requested. If you need to make edits that are not covered by these instructions, please meet with a representative of the Prerequisite Subcommittee at your technical review meeting.

If you are revising a course for Program Review or any other reason you MUST go through the Justification sections completely and re-check the boxes by the SLOs for the courses. This is how you “validate” your prerequisites and this step fixes the problem of old course SLOs being “stuck” in the justification section.

Things to remember before you get started:

- When selecting courses in the Prerequisite, Co-requisite, and Advisory Sections, select SCC courses. Do not select courses from other colleges.
- A course can only be listed as a Prerequisite or a Co-requisite, not both. Wording to address courses that can be taken before or concurrently will be discussed below.
- Be sure to check the boxes by the appropriate SLOs.
- Please use correct grammar and punctuation.
- Never leave empty dialog boxes in the justification sections. Look directly above the empty box to see what phrase you are justifying. Write a sentence or two to explain.
- Every time you go through the Advisory Justification section, the Justification Type drop down menu will default back to “Safety/Health”. Please fix this.
- Only check the box “or by assessment” if your prerequisite course is ENG, ESL, or MATH. The “assessment process” is referring to the tests administered by the Assessment Center only. If your department has an alternative way for students to meet a prerequisite you will use the phrase “or equivalent”. Instructions for this edit are below.
- Always hit Save/Next or all of your hard work will not be saved.
- When you think you are finished editing, please go into the Outline view and take another careful look at your course outline.

Prerequisites

The Prerequisite section is fairly straightforward. Just hit the Prerequisite button in the Requisites Section and enter your courses. In the justification section, be sure to choose the Justification Type; most of the time you will choose Content Review. Be sure to check the boxes by the appropriate SLOs for the prerequisite courses. Always hit Save/Next until you are completely out of this section.

- If your prerequisite course is ENG, ESL, or MATH, you can check the “or by the assessment process” box.
- If your prerequisite is out of your discipline and is ENG, ESL, or MATH, you must do some extra work in the justification section. Your Justification Type will be either “Content Review + Research” or “Content Review + Articulation.” The instructions for these justification types are at the end of this document.
- If the prerequisite course could also be taken concurrently, you will need to use the Special Prerequisite section.

- If you want to list “or equivalent” or some other phrase in the Prerequisite Section you will need to use the Special Prerequisite tab. See the instructions on Special Prerequisites.

Special Prerequisites

This section is not often used. If you are editing a course outline that has courses listed in the Special Prerequisite section and you think it is unnecessary, please remove the Special Prerequisite and list the courses in the Prerequisite section. If you do need to use the Special Prerequisite section, then it is best to not use the Prerequisite section at all. Random semi-colons appear if you use both sections and we want the punctuation to be correct.

Examples of Special Prerequisites:

Prerequisite Example 1: ART 320 with a grade of “C” or better, or equivalent.

Do not use the Prerequisite tab. Hit the Special Prerequisite tab and type in the whole phrase above, including the “with a grade of “C” or better” part. Then use the drop down menu below to “embed” the courses you listed. As you go through the next screens into the Justification section choose the appropriate justification type. There will be a dialog box on one of the screens. In this box please explain the “or equivalent” portion of your prerequisite. For example, there may be a Portfolio Review by a faculty member to determine if the student has the needed skills. You may even want to list the specific skills you are looking for when reviewing the portfolio. Make this narrative short please. Be sure to check the boxes by the appropriate SLOs for the prerequisite courses. Always hit Save/Next until you are completely out of this section.

Prerequisite Example 2: BIOL 300 with a grade of “C” or better, or concurrent enrollment in BIOL 300.

We do not recommend that you do this. If a student drops BIOL 300 then they will need to be dropped from your course and you may not be aware of this. However, this is a department decision. If you do decide to use this phrasing then follow the instructions for Example 1. This time in the dialog box you will explain why concurrent enrollment will suffice. Be sure to check the boxes by the appropriate SLOs for the prerequisite courses. Always hit Save/Next until you are completely out of this section.

In general, if you need to add wording to your Prerequisite or you have a complicated list of courses with a combination of “and” and “or” then DO NOT USE the Prerequisite tab. Use the Special Prerequisite tab and follow the instructions in Example 1. Be sure to use the dialog box to justify the wording you included. Be sure to check the boxes by the appropriate SLOs for the prerequisite courses. Always hit Save/Next until you are completely out of this section.

Corequisites

Co-requisites are courses that MUST be taken at the same time as the course you are editing. Most of the time you just need to hit the Co-requisite tab, list your course, and check the boxes. If it is acceptable for a student to have taken and passed the Co-requisite course prior to your course, then you will use the Special Co-requisite section.

Special Corequisites

Again, if you use the Special Corequisite section it is best not to use the regular Co-requisite section at all. That pesky semi-colon shows up. Below is an example and instructions for a special co-requisite.

Corequisite Example: COMM 307 or prior completion of COMM 307 with a grade of “C” or better.

Do not use the Corequisite tab. Hit the Special Corequisite tab and type in the whole phrase above, including the “with a grade of “C” or better” part. Then use the drop down menu below to “embed” the

courses you listed. As you go through the next screens into the Justification section choose the appropriate justification type. There will be a dialog box on one of the screens. In this box please explain the how or why a student may have completed the co-requisite course prior to enrolling in this course. One sentence will do. Be sure to check the boxes by the appropriate SLOs for the co-requisite courses. Always hit Save/Next until you are completely out of this section.

Advisory

The Advisory section is fairly straightforward. Just hit the Advisories button in the Requisites Section and enter your courses. At the bottom of the list of courses you enter please choose “with a grade of “C” or better” from the drop down menu. In the justification section, be sure to choose the Justification Type; most of the time you will choose Content Review. Be sure to check the boxes by the appropriate SLOs for the advised courses. Always hit Save/Next until you are completely out of this section.

Special Advisory

This section is not used often. If you are editing a course outline that has courses listed in the Special Advisory section and you think that is unnecessary, please remove the Special Advisory and list the courses in the Advisory section. If you do need to use the Special Advisory section, then it is best to not use the Advisory section at all. Random semi-colons appear if you use both sections and we want the punctuation to be correct. See the ***Special Prerequisites*** instructions above.

Enrollment Limitation

An enrollment limitation is a requirement that restricts enrollment in the course to a specific cohort of students. Examples of enrollment limitations include athletes who must try-out for a team-based course, performers who must audition to be included in a performance-based course, students who must have a job to get credit for a work experience course, etc. The enrollment limitation section should explain why it is necessary to limit enrollment to the stated cohort of students.

Prerequisites needing Research or Articulation

If your course uses a course outside of your discipline AND that course is ENG, ESL, or MATH, then you have to use one of the following justification types:

Content Review + Articulation

If your course must have the listed prerequisites in order to transfer to a 4-year college, then you will choose Content Review + Articulation. In the justification section there will be fields where you can choose three 4-year colleges that have equivalent courses and equivalent prerequisites. Please go into SOCRATES and look at ENGR 422 for an example. Be sure to scroll all the way down to section 11 to see the justification.

Content Review + Research

If your department has determined that your course needs a MATH, ENG, or ESL prerequisite in order for the students to be successful, but your course does not articulate to 4-year colleges, or the 4-year colleges do not have the same prerequisite, then a Validation Study will have to be done.

In the justification section there will be a dialog for each course with this justification type. The dialog box title is Validation Study Information. If this is a new prerequisite please type “A Validation Study will be conducted by the PRIE office.” Then contact the PRIE office to alert them that a study will need to be done. The PRIE office will work with you to complete the study. It is a very straightforward process. If this is prerequisite that has been listed for a while and a study has already be completed then type “A Validation Study has been conducted and is available at the PRIE office.”

General Education Checklist

General education is a component of all degree programs. Approval of a course to meet the general education criteria is considered by the General Education subcommittee of the Curriculum committee. The General Education subcommittee relies on faculty expertise to determine the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level.

I. Natural Sciences

Course work should include examination of the physical world, its life forms, and its natural phenomena. These courses should include observation and collection of empirical data AND classification of facts and principles which form the foundation of the physical universe AND scientific methodology AND relationships between science and other human activities. This category includes integrative courses in such areas as astronomy, biology, chemistry, physical science, geology, and physics.

II. Social and Behavioral Sciences

American Institutions

Course work should include historical development of American institutions and ideals OR processes of democratic government operation, the process of California state and local government, OR historical/contemporary perspective on the U.S. Constitution.

Other

Course work should include a focus on people as members of society, methods of inquiry used by the social and behavioral sciences AND how societies and social subgroups operate AND perspectives on actions as related to responses to society. This category includes introductory or integrative survey courses in such areas as anthropology, economics, history, political science, psychology, and sociology, exclusive of those that fulfill the American Institutions requirement.

III. Humanities

Course work should include historical ways in which people have responded to themselves and the world with artistic or cultural creations AND ways in which students can develop an aesthetic understanding and an ability to make value judgments AND a study of cultural activities and artistic expressions of people. This category could include introductory or integrative courses in such areas as the arts, foreign languages, literature, philosophy, and religion.

IV. Languages and Rationality

Courses examine principles of clear and logical thinking and communication. Courses build rather than remediate verbal and quantitative skills.

English Composition

Course work should include expository and argumentative writing.

Communication and Analytical Thinking

Course work should include oral communication, mathematics, logic, statistics, or computer language and programming.

V. Living Skills

Physical Education Activity

Other

Course work should include skills and knowledge that integrate the person and their environment AND skills and knowledge that develop and maintain personal, social, and emotional well being. This category includes courses in health education, human sexuality, marriage and family, nutrition, and personal adjustment.

General Education Patterns

General Education Area – SCC Graduation Requirements	Related General Education Learning Outcome Areas	Specific GELOs
I. Natural Sciences	<p>Depth and Breadth of Understanding: <i>Students should be able to... demonstrate content knowledge and fluency with the fundamental principles of the natural sciences, social sciences, and humanities.</i></p>	<p><i>Students should be able to...</i></p> <ul style="list-style-type: none"> • demonstrate basic knowledge in at least one scientific discipline including its fundamental definitions, theories, and current research areas. • demonstrate understanding of the scientific method (observation, hypothesis development, measurement, data interpretation) by evaluating or performing experiments. • value the importance of the scientific method of inquiry for explaining natural phenomena and exploring the universe. • interpret and apply scientific information for effective decision- making in everyday life.
	<p>Quantitative Reasoning: <i>Students should be able to... demonstrate knowledge of quantitative methods and skills in quantitative reasoning</i></p>	<ul style="list-style-type: none"> • demonstrate an understanding of various quantitative methods, their relationship to one another and their application to multiple disciplines. • demonstrate facility with numbers, including orders of magnitude, appropriate use of precision versus accuracy in measurements, approximation, and multidimensional or multivariate problems.
II. Social and Behavioral Sciences		
a. American Institutions	<p>Depth and Breadth of Understanding: <i>Students should be able to... demonstrate content knowledge and fluency with the fundamental principles of the natural sciences, social sciences, and humanities.</i></p>	<ul style="list-style-type: none"> • apply their understanding of the historical development of the U.S. Constitution as they evaluate current political issues.
b. Other	<p>Depth and Breadth of Understanding: <i>Students should be able to... demonstrate content knowledge and fluency with the fundamental principles of the natural sciences, social sciences, and humanities.</i></p>	<ul style="list-style-type: none"> • describe different methods of inquiry used by the social sciences and apply social science methods to the analysis of a situation or problem. • analyze the operation of societies and sub-groups within societies. • evaluate actions of individuals or groups as those actions are related to responses to society.
	<p>Cultural Competency: <i>Students should be able to... demonstrate awareness of the various ways that culture</i></p>	<ul style="list-style-type: none"> • analyze race as a cultural construct and assess its societal impact

and ethnicity shape and impact individual experience and society as a whole.

Life Skills and Personal Development: *Students should be able to... demonstrate growth and lifelong learning skills in the personal, academic, and social domains of their lives.*

- evaluate and apply data in approaching personal, community, and societal-level problems.
- critically reflect and evaluate moral and ethical responsibilities as a world citizen, building a larger consciousness and purpose beyond self.

III. Humanities

Depth and Breadth of Understanding: *Students should be able to... demonstrate content knowledge and fluency with the fundamental principles of the natural sciences, social sciences, and humanities.*

- describe the ways in which people historically have used artistic or cultural creations to respond to themselves and the world.
- apply aesthetic theory in their daily lives.

Cultural Competency: *Students should be able to... demonstrate awareness of the various ways that culture and ethnicity shape and impact individual experience and society as a whole.*

- demonstrate an understanding of the ways in which cultural activities, such as languages or the arts, are expressions of complex cultural systems
- evaluate the role of culture in identity construction.
- assess the ways that culture shapes the way we experience the world by examining various practices and/or beliefs through the perspectives of cultural insiders and outsiders.

Critical Thinking: *Students should be able to... demonstrate skills in problem solving, critical reasoning and the examination of how personal ways of thinking influence these abilities.*

- differentiate competing forms of ethical reasoning.

Life Skills and Personal Development: *Students should be able to... demonstrate growth and lifelong learning skills in the personal, academic, and social domains of their lives.*

- critically reflect and evaluate moral and ethical responsibilities as a world citizen, building a larger consciousness and purpose beyond self.

IV. Languages and Rationality

Communication: *Students should be able to... demonstrate effective reading, writing, and speaking skills.*

- fully develop a college-level written assignment, with appropriate research, using correct grammar, spelling, punctuation, and referencing style.
- accurately interpret written and spoken expository (informative) and argumentative (persuasive) messages
- critically evaluate the effectiveness of their own and others' messages (written, spoken, and nonverbal)
- apply evidence, reasoning, and logic to create effective messages

a. English
Composition

Information Competency:
Students should be able to... demonstrate knowledge of information needs and resources and the necessary skills to use these resources effectively.

Critical Thinking: *Students should be able to... demonstrate skills in problem solving, critical reasoning and the examination of how personal ways of thinking influence these abilities.*

- adapt messages for diverse audiences
- evaluate information sources in terms of a) target audience/user, b) accuracy, credibility, and authority and c) accessibility
- correctly cite information sources using different formats (MLA, APA, etc.)
- logically analyze and evaluate competing claims and arguments.
- identify and analyze problems; creatively propose, analyze, implement, and evaluate solutions to problems.
- demonstrate an understanding of the way personal attitudes, values, perceptions and beliefs affect and sometimes obstruct competent reasoning.

b. Communication
and Analytical
Thinking

Communication: Students should be able to... demonstrate effective reading, writing, and speaking skills.

Critical Thinking: *Students should be able to... demonstrate skills in problem solving, critical reasoning and the examination of how personal ways of thinking influence these abilities.*

Information Competency:
Students should be able to... demonstrate knowledge of information needs and resources and the necessary skills to use these resources effectively.

Quantitative Reasoning:
Students should be able to... demonstrate knowledge of quantitative methods and skills in quantitative reasoning

- create and deliver appropriate and effective oral messages for a variety of situations, using presentation aids when appropriate
- logically analyze and evaluate competing claims and arguments.
- identify and analyze problems; creatively propose, analyze, implement, and evaluate solutions to problems.
- demonstrate an understanding of the way personal attitudes, values, perceptions and beliefs affect and sometimes obstruct competent reasoning.
- demonstrate an understanding of the importance of suspending judgment, on any vital issue, pending a thorough investigation.
- construct and implement effectively- designed search strategies.
- extract, organize, and analyze quantitative data from information presented in various forms.
- apply quantitative methods to problem solving and decision making
- clearly communicate quantitative reasoning processes using appropriate terminology.
- demonstrate an understanding of various quantitative methods, their relationship to one another and their application to multiple disciplines.
- demonstrate facility with numbers, including orders of magnitude, appropriate use of precision versus accuracy in measurements, approximation, and multidimensional or multivariate problems.
- evaluate and apply data in approaching personal, community, and societal-level problems.

Life Skills and Personal Development: *Students should be able to...demonstrate growth and lifelong learning skills in the personal, academic, and social domains of their lives*

- develop communication skills for successful transition and adjustment into the work world or the university.
- develop and utilize effective communication skills in building and maintaining interpersonal relationships.

V. Living Skills

a. Physical Education Activity

Life Skills and Personal Development: *Students should be able to... demonstrate growth and lifelong learning skills in the personal, academic, and social domains of their lives.*

- improve level of physical fitness and well being.

b. Other

Life Skills and Personal Development: *Students should be able to... demonstrate growth and lifelong learning skills in the personal, academic, and social domains of their lives.*

- evaluate and apply data in approaching personal, community, and societal-level problems.
- apply principles and skills that contribute to life-long learning such as confidence in academic abilities, perseverance, discipline, questioning attitudes and interpersonal and social effectiveness.
- identify and effectively use programs, services, computer technology, and resources for career and academic success.
- develop successful study strategies in order to acquire, evaluate, generalize, and apply new information.
- engage in academic and vocational planning, choose and implement a plan for an academic major and career choices, and evaluate progress towards accomplishing their goals.
- demonstrate that they've created supportive social networks with family, faculty, and peers that facilitate adjustment and a sense of belonging to the college community.
- develop coping skills by applying psychological concepts to everyday life challenges, such as stress, substance use and addictions, interpersonal relationships, loss and grief reactions, and life changes.
- critically reflect and evaluate moral and ethical responsibilities
- as a world citizen, building a larger consciousness and purpose beyond self.
- develop communication skills for successful transition and adjustment into the work world or the university.
- develop and utilize effective communication skills in building and maintaining interpersonal relationships.
- systematically examine one's own beliefs, perceptions and ways of thinking to continuously improve reasoning skills.

Critical Thinking: *Students should be able to... demonstrate skills in problem solving, critical reasoning and the examination of how personal ways of thinking influence these abilities.*

Information Competency:
Students should be able to... demonstrate knowledge of information needs and resources and the necessary skills to use these resources effectively.

- determine an information need in multiple contexts (academic, personal, professional or vocational).
- demonstrate the skills necessary to use a variety of information tools to locate and retrieve information in various formats for a variety of academic, personal, professional or vocational purposes.

Honors Criteria

1. The course is designed to offer an enriched educational experience.
2. The course assists students in developing advanced critical thinking skills and writing abilities.
3. The course requires a minimum GPA of 3.0 for participating students.
4. The course components include a student-initiated project exploring one area of course content in depth.
5. A higher level of in-class participation is required of students (seminar-style).

Competency for Reading, Writing, and Mathematics

Courses approved to meet competency requirements (reading, writing, and mathematics) allow students to satisfy graduation requirements for the AA/AS Degree. A current list of approved courses is found in the catalog. The competency subcommittees, three subcommittees of the District Curriculum Coordinating Committee (DCCC), review and recommend courses for approval. Requests for consideration for reading, writing, or math competency are submitted through the course outline in Socrates. Open the course as the developer, click on *Articulation Requests*, then *AA/AS Competency Requirement*. A new screen opens showing existing competency information. To initiate a new review for competency, click the appropriate box and submit.

Articulation

The process by which one college agrees to accept a similar course taught at another college for credit is called articulation. The Articulation Officer at the college is a member of the Curriculum Committee and is available for assistance with articulation questions.

Associate Degrees for Transfer (ADT)

In 2010, the California Legislature passed and the Governor signed the Student Transfer Achievement Reform Act, also known as Senate Bill 1440. This joint initiative with the California Community Colleges and California State University facilitates the transition from California Community Colleges to California State Universities by guaranteeing that students who complete the Associate Degree for Transfer are able to transfer to a CSU campus and further guarantees that students be required to take no more than 60 additional semester units to graduate. The two systems have worked together to approve the framework for associate degrees for transfer open to community college students wanting to participate in the program. This initiative defines the associate degree as having 60 transferrable units that include a minimum of 18 units in a major or area of emphasis and an approved general education curriculum (either IGETC or CSU GE Breadth).

Course Identification Numbering System (C-ID)

In 2006, the Academic Senate for California Community Colleges responded to legislative calls for a common course numbering system through the implementation of the [Course Identification Numbering System \(C-ID\)](#). This numbering system provides a common, intersegmental mechanism to help in the identification of similar courses. Typically, these courses are lower division major preparation courses that have been approved by UC and CSU campuses as meeting articulation standards. C-ID numbers are assigned to a specific transfer course and accompany existing local course numbers.

C-ID will enable “descriptor-based articulation,” allowing the four-year institutions to make articulation decisions based on the C-ID number rather than individual course outlines. C-ID faculty discipline review groups include faculty from all three segments who meet to develop descriptors that include the minimum content for a course. Once there is agreement about those descriptors, the course descriptor is assigned a C-ID number. Individual community colleges then submit local course outlines that are judged by faculty evaluators against the descriptors. Each C-ID number identifies a specific lower-division, transferable course commonly articulated between the CCCs and UC and CSU, as well as with many of California’s independent colleges and universities.

C-ID provides a structure to identify comparable courses and a means of facilitating articulation. C-ID has the potential to make valuable contributions to the process of improving and clarifying transfer paths across all segments of California higher education. Ultimately, the project will serve as a common numbering system that improves curricular consistency for courses throughout the state, regardless of local course numbering systems. As CCCs and CSUs develop associate degrees for transfer, courses with C-ID numbers will become the building blocks that fit into the framework of the degrees. Ultimately, the C-ID system will allow students to identify the right courses to assemble their transfer pathways, even if they are attending different colleges, each with its own local numbering system.

Course and Program Outline Style Guide

Course Outline:

Course Title Your choice should be descriptive and differentiate the course from existing courses that may appear similar. Capitalize the first word of the title and all-important words thereafter. *e.g. Cultural Foods of the World*

Avoid symbols and abbreviations (% , & , vs. , /)

Indicate sequence information using one of the following methods.

Roman numerals after the title:

Calculus I

Calculus II

Calculus III

Sequence words:

Beginning Keyboarding Skills

Intermediate Keyboarding Skills

Advanced Keyboarding Skills

Short Title for Transcripts If the course title is 30 characters or fewer, the Short Title is the same as the course title.

If the course title exceeds 30 characters, use industry or discipline-specific abbreviations to derive a short title fewer than 30 characters. *e.g. Polymerase Chain Reaction (PCR) Methods becomes PCR Methods*

Save space by using common abbreviations. *e.g. Introduction becomes Intro, Advanced becomes Adv., and California becomes CA.*

Shorten title words by truncating after major syllables. *e.g. Recreation becomes Recr.*

Need/Purpose

The need/purpose statement is the permanent justification for the course. It explains why the course is part of the department's curriculum and the function that it serves. *e.g. This course expands the department's offerings in world and popular music. It complements our current World Music appreciation courses and the World Music Ensemble. Specifically, this course helps students with some of the technical demands of playing World Music.*

Catalog Description

Use language that will convey to the students and other readers the content of the course. Consider reviewing catalog descriptions of other courses in the discipline and develop consistent language. Do not assume that your audience is familiar with the specialized vocabulary of your discipline. Spell out acronyms and abbreviations the first time they are used in the description. *e.g. Instead of GAAP, write out Generally Accepted Accounting Principles.*

Include field trips, how many, and whether they are optional or required.

Focus on the content of the course, not the methods of instruction or evaluation. There is a section of the outline that is specifically for Methods of Instruction.

Avoid the use of marketing language in the course description. Don't try to sell students on the idea or need for the course.

Use complete sentences. *e.g. Fragment: Instruction in critical thinking. Complete sentence: This course provides instruction in critical thinking.*

Use the present tense. *e.g. Future tense: This course will cover geometry topics. Present tense: This course covers geometry topics.*

Avoid first or second person narrative styles. For example, don't write catalog descriptions as a joint activity between the professor and the student, or as a set of directions to students. *e.g. First person: In this course, we will explore the foundations of geology. We will also study the prominent geologic features of California. Better: The foundations of geology are explored in this course. Topics include the prominent geologic features of California.*

Second person: In this course, you will explore the foundations of geology. You will also study the prominent geologic features of California. Better: Foundations of geology are explored in this course. Topics include the prominent geologic features of California.

In most cases, use the word course rather than class in course descriptions. The distinction is one of generality, where a class is specific instance of a course. For example, the Political Science department has one International Relations course, but it offers five classes per semester of the course. HOWEVER, the following usage of class is correct: Class sessions consist of warm ups, center dances, and cultural vocabulary.

Student Learning Outcomes (SLOs) SLOs are statements that specify clearly what students will know, be able to do, or be able to demonstrate when they have completed or participated in a program, activity, course, or project. Learning outcomes complete the sentence “Upon completion of this course, the student will be able to...” Each bullet should begin with a lowercase letter and end with a period.

Write course SLOs that capture the range of your course topics. SLOs should reflect your course content. The Topics list is a good roadmap for crafting SLOs.

Write course SLOs with an eye towards the future. Remember that you will assess your SLOs regularly, and you will report on those SLO assessments periodically. SLOs should specify actions that are:

- observable,
- measurable,
- able to be demonstrated, and
- able to be communicated clearly to others.

When you write an SLO, consider whether it meets all four of these criteria.

Use action verbs. If your SLOs are framed in terms of action, they will result in observable, measurable, demonstrable behaviors. This will make your SLOs much easier to assess, and it will simplify your SLO reporting efforts.

Bloom's Taxonomy Verbs (extension of Bloom et al., 1956):

Evaluation: appraise, approve, assess, choose, conclude, confirm, criticize, critique, deduce, diagnose, estimate, evaluate, judge, justify, measure, prioritize, prove, rank, rate, recommend, research, resolve, revise, score, support, validate

Synthesis: arrange, assemble, build, collect, combine, compile, compose, conceive, concoct, construct, contrive, create, design, devise, discover, draft, formulate, generalize, generate, hypothesize, incorporate, integrate, invent, make, manage, originate, organize, plan, predict, propose, produce, reorder, reorganize, set up, structure, synthesize, systematize

Analysis: analyze, audit, calculate, categorize, certify, classify, compare, contrast, correlate, debate, defend, detect, differentiate, discriminate, distinguish, examine, experiment, infer, inspect, inventory, investigate, question, reason, separate, solve, survey, test, uncover, verify

Application: adapt, apply, catalogue, chart, compute, consolidate, demonstrate, develop, dramatize, employ, exhibit, extend, extrapolate, illustrate, infer, interpolate, interpret, interview, manipulate, modify, operate, order, practice, prepare, produce, relate, schedule, show, simulate, sketch, submit, tabulate, transcribe, use, utilize, associate, clarify, convert, describe, diagram, draw, discuss, explain, express, identify, locate, outline, paraphrase, recognize, report, restate, review, specify, sort, summarize, tell, transfer, translate

Knowledge: cite, define, enumerate, label, list, match, name, recall, record, recount, repeat, select, state, write

Example:

Not measurable or demonstrable: Appreciate the intricacy and functional interrelationships that exist between the various body systems.

Measurable: Summarize the functional interrelationships that exist between the various body systems.

Less is more. Remember that you will need to assess and report on all course SLOs within your program review cycle. Try to write the fewest number of SLOs while still capturing the range of your course topics. This number will likely vary depending on the course and the department/discipline.

Course Topics

This section describes the various topics covered during the term. Generally, describe the topics covered in hours. While an instructor does not need to follow the order of these topics, the content listed in this section must be covered in all sections of this course. Some topics may be listed as optional, or variations mentioned, but these need to be specified.

Make sure that the Course Topics are aligned with the Student Learning Outcomes and the Course Description.

Describe the topics rather than simply listing a subject or title. For example, if the topic is “Fractions” in a Math course, describe what about fractions will be in this section (how to multiply fractions; finding the lowest common denominator, etc.)

If a course consists of both lecture and lab hours, the lecture hours and the lab hours must EACH be clearly described. This is especially important for courses in the sciences. The UC requires that the topics, experiments, and exercises covered in the lab be specified separately from topics covered in lecture.

For clarification, hours for review, exams, other assessments, and field trips should be included in the Topics section.

Instruction Methods

The Instruction Methods section describes the learning activities used to help students accomplish the learning outcomes for the course. Although the set of instruction methods is representative, include enough description and detailed examples that an outside reader gets a sense of the course’s level of rigor. Avoid simple laundry lists. All instruction methods should apply to all course formats including traditional, online, and hybrid.

Typical Homework Assignments

Provide a description of the kinds of writing assignments and/or other demonstrations of ability to apply skills used in the course. All courses are required to have students demonstrate critical reasoning, either through essay writing or problem solving exercises. Include at least one example of an assignment, as it would be stated to students. Assignments specified will give direction to faculty in developing the course.

Homework assignments are not necessarily expected in lab courses. However, some out of class work may be required and assigned at the instructor’s discretion.

Example of an assignment from a Personal Finance course:

As part of developing your personal financial plan, document your short-term and long-term financial goals.

Evaluation Methods

The Evaluation and Assessment Methods section answers the question: upon what activities or products is a student's grade based? This section is representative of the assessment and evaluation activities that departmental faculty may use to assess the achievement of learning outcomes. Be inclusive of multiple pedagogies. Be descriptive. Use "participation" rather than "attendance." Evaluation methods should assess the course's student learning outcomes.

If your course includes required field trips add this statement: *Alternative assignments will be provided for those students who cannot attend the field trip(s).*

Example of a statement that is descriptive and inclusive of multiple evaluation styles:

Oral and written responses to numerous visual and technical problem-solving assignments, final portfolio of drawing assignments, presentation of final portfolio, quizzes, midterm tests, and final exam

Textbooks

A representative list of textbooks gives discipline colleagues a sense of the content and level of difficulty of the course. In SOCRATES, the developer enters textbook identification information in clearly labeled fields such as Title, Author, Publisher, City, Edition, Year, and ISBN. On course outlines, SOCRATES displays this information in a preformatted style that approximates that of the Publication Manual of the American Psychological Association (APA) style.

Author field: Invert authors' names with the last name listed first, followed by initial(s). e.g. *Spetch, M.L., and Wilkie, D.M.*

The Latin phrase et al. is sometimes used to shorten a long list of authors. For ease of identification, it's usually better to list all the authors; however, if et al. is used, please note that *et* is the Latin word for and, which needs no abbreviation, but *al.*, an abbreviation for alia, does need the period to indicate abbreviation.

For edited books, write (Ed.) or (Eds.) after the last author's name. e.g. *One editor: Brooks, Z. (Ed.); Two editors: Rogers, M., and Whitaker, L. (Eds.)*

Publisher: Enter the name of the company that published the book.

City: Give the city of publication. For U.S. publishers, give the city and state abbreviation (postal abbreviation); for publishers outside the U.S., give the city and country. Well-known world cities such as New York, San Francisco, Paris, and London may be listed without state abbreviation or code. e.g. *Incorrect: Albany, New York; Correct: Albany, NY*

Year: Give the four-digit year that the textbook was copyrighted or published. Only enter numbers for the year. Don't use terms like *Current*, *Present*, or *Most Recent*. Especially for transfer-level courses that articulate to four-year schools, choose the most recent textbook edition available, preferably within the last five years.

Locally developed materials: It is not unusual for departments or individual professors to create instructional materials for a particular course. The professors who created the materials should be listed as authors, the materials should be given a descriptive title, and the most recent date of revision should be noted as the date. e.g. *MacGowan, P., and Purcell, C. (2003) Handouts and Identification Activities for HORT 305: Plant Materials I*

If handouts and materials are assembled from various sources and is not possible to identify specific authors, write a complete, specific description of the handouts and materials in the Title field and leave the other fields blank. *e.g. Collection of physical fitness handouts assembled from various sources on target heart rate, stretching routines, body mass index calculations, workout injury prevention, and motivational aids*

Articulation

In this section the developer may request the specific course to transfer to UC or CSU, request placement in the General Education patterns for UC and CSU, as well as requesting placement in the various SCC graduation requirement categories. This is also the section where a request for Math, Reading, or Writing Competency is made.

Feasibility

This section addresses the reason for proposing a specific course and needs to be filled out for “new to district” and “new to college” courses only. Specifically, the outline needs to indicate what type of planning went into this course. (Ex: Is this course part of the department’s Educational Master Plan, or did an Advisory Group recommend such a course?). Additionally, this section asks what impact this new course will have at SCC and with Los Rios. (Ex: Does this course compete with other SCC courses, or within the district?) Further, this part of the outline asks for information about future staffing, equipment, facility, and library and media materials needs to support offering this course.

Degree and Certificate Programs

Program Description

All degree and certificate outlines contain a program description that provides a concise overview of the degree or certificate. When writing the description keep it brief and assume the reader is unfamiliar with your discipline or only a cursory knowledge of your discipline. Do not assume that the reader is familiar with the specialized vocabulary of your discipline. *e.g. Science - General (A.S. Degree): The general science degree provides a broad overview of the biological and physical sciences. The focus of the program is foundational science courses, including significant laboratory experiences, in preparation for further science study at a four-year college or university.*

Specific methods of instruction and evaluation should not be included in the program description:

AVOID SENTENCES LIKE:

The majority of courses are taught in seminar format.

All courses in the certificate require either a final paper or a final project.

Descriptions of licenses, certifications, and permits related to completion of the program are both useful and recommended. Avoid unidentified acronyms.

RECOMMEND SENTENCES LIKE:

The State of California may issue an Associate Teacher Permit to candidates who have completed this certificate plus appropriate, documented work experience.

Avoid the use of marketing language in the program description. Don't try to sell students on the idea or need for the program. Career information should be included in the optional Career Opportunities section of the program outline, not the Program Description.

Use complete sentences and the present tense. *e.g. This program covers sources and ways of raising capital for small businesses.*

Avoid repetitive phrasing and first or second person narrative styles. *e.g. Foundations of geology are explored in this certificate. Topics include the prominent geologic features of California.*

Program Learning Outcomes (ProLOs)

As per accreditation standards, each degree or certificate must have a set of observable student learning outcomes. Collectively, the program faculty develop the Program Learning Outcomes (ProLOs). Once Program Learning Outcomes are approved, professors who teach in the program are responsible for helping students achieve them and for assessing how well students are accomplishing them.

There should be sufficient learning outcomes to convey what the student should be able to do upon successful completion of the course.

Each program learning outcome (where the word program is taken to mean degree or certificate) is the completion of the following prompt: *At the completion of the program, the student will be able to:*

Each learning outcome should be measurable or observable. To accomplish this, start each learning outcome with a verb from the annotated list of Bloom's Taxonomy Verbs.

The development of program learning outcomes is a collective responsibility of program faculty. It is critical that all faculty who regularly teach courses in the degree or certificate have an opportunity to contribute and review the program's learning outcomes.

The ProLO Matrix establishes a mapping of the connection between course-level student learning outcomes and program-level learning outcomes. The accomplishment of student learning outcomes in required courses should contribute to the accomplishment of the broader student learning outcomes for the degree or certificate. Faculty will contact the Faculty Research Coordinator/SLO Coordinator for information and directions to create a ProLO Matrix template for new programs.

Program Course List

The core of a program is its list of course requirements. The following guidelines were developed for use in SOCRATES to help developers create a consistent presentation of course outlines, help reduce visual clutter making the requirements easy to understand, and make it easier for readers to find specific courses.

Order courses alphabetically by subject designator (prefix) and numerically within a subject. This is done within the main course list and within each restricted elective list (a list of courses that begins with *A minimum of x units from the following.*)

When creating an “or” course entry (e.g. “BUS 110 or ECON 302 or PHIL 300”) or an “and” course entry (e.g., “CHEM 304 and CHEM 305”), the first course should be the course that is most closely related to the core content of the program. If all courses are equally related to the core of the content, then either make the first course the one whose subject matter has the most courses in the overall course list for the program, or simply alphabetize them.

When creating a complex cluster (a course entry that connects at least three courses together with a combination of “*and*” and “*or*” connectors), keep the list as short as is possible, preferably with no more than five courses. Once the cluster is completed, use the first course listed in the cluster to alphabetically place the cluster in the course list.

When placing a complex cluster in the main course list, as opposed to a restricted electives list, the main connective should always be *or*, never an *and*. This is because in a main course list, there is an implicit *and* in front of every course entry. Such a cluster should be separated into two course entries to be listed separately. (In a restricted electives list, this is not so.)

When entering a variable unit course for which you want the student to have a minimum number of units that is greater than the minimum listed with the course, use a restricted elective to do so. If you want the student to have the minimum that is the course’s minimum, simply enter the course as is. You may restrict the minimum of a variable unit course to the minimum value (by making it a restricted elective) only if the course outline indicates that the course is taught with distinct well- defined modules that correspond to the units earned.

When creating lists of restricted electives, place the lists at the bottom of the entire course list.

If there is more than one list of restricted electives, order the lists from the smallest list to the largest list, regardless of what course is the first course in the lists. If you have more than one list of restricted electives with the same number of courses listed, then order them alphabetically according to the first course in each list.

If the list of restricted electives consists of a single general statement like “Any two CIS courses not used to fulfill other requirements of the program,” then it should be the last list even though there is only one entry. It is better if you actually enter a specific set of courses that meet the requirement you have in mind.

If the program has pre-enrollment or prerequisite courses (which is extremely rare and requires extra justification), these courses should be identified as such by a header title. The header is created in the Suggested Sequence section of the Course List tab. These courses should be listed prior to listing other required courses. Header titles should be used to group courses only in unusual cases such as when the program has pre-enrollment courses, or the courses must be taken in a pre-scribed sequence. Only use footnotes if no other simple option is available.

Curriculum Related Acronyms:

ADT: Associate Degree for Transfer

AO: Articulation Officer

AVPI: Associate Vice President of Instruction

C-ID: Course Identification Number

CCCCO: California Community College Chancellor's Office

CMS: Course Management System

COR: Course Outline of Record

CTE: Career and Technical Education

DAS: District Academic Senate

DE: Distance Education

DCCC: District Curriculum Coordinating Committee

GE: General Education

IGETC: Intersegmental General Education Transfer Curriculum

LMS: Learning Management System

LRCCD: Los Rios Community College District

PPC: Program Placement Council

ProLO: Program Learning Outcome

SAG: SOCRATES Advisory Group

SLO: Student Learning Outcome

SOCRATES: System for Online Curriculum Review and Technological Education Support

Title Five: California law for community colleges is explained in the California Code of Regulations, which has a section or title devoted to community colleges – Title 5.

TMC: Transfer Model Curriculum

VPI: Vice President of Instruction

Online Resources

Academic Senate for California Community Colleges: <http://www.asccc.org>

Accrediting Commission for Community and Junior Colleges: <http://www.accjc.org>

Associate Degree for Transfer: A Degree with a Guarantee: <http://adegreewithaguarantee.com>

California Articulation Policies and Procedures Handbook, California Intersegmental Articulation Council (Revised spring 2013) http://ciac.csusb.edu/documents/CIAC_Handbook_Spring_2013.pdf

California Community Colleges Chancellor's Office Web site: <http://www.cccco.edu>

California Legislative Information (click on Education Code):
<http://leginfo.legislature.ca.gov/faces/codes.xhtml>

Course Identification Numbering System (C-ID): <https://c-id.net>

Course Outline of Record: A Curriculum Reference Guide: <http://www.asccc.org/papers/course-outline-record-curriculum-reference-guide>

Current list of TMCs:
<http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/TransferModelCurriculum.aspx>

Los Rios Community College District Board Policies: <http://www.losrios.edu/legal/GCpolreg.htm>

Program and Course Approval Handbook, 5th Edition, 2013:
http://extranet.cccco.edu/Portals/1/AA/ProgramCourseApproval/Handbook_5thEd_BOGapproved.pdf

SCC Curriculum and Instruction Website: <http://www.scc.losrios.edu/instructionalservices/curriculum/>

SCC SOCRATES Handbook: <http://www.scc.losrios.edu/instructionalservices/curriculum/development/>

Standards, Policies and Procedures for Intersegmental General Education Transfer Curriculum, Version 1.6, Intersegmental Council of Academic Senates (Approved June 5, 2015) http://icas-ca.org/Websites/icasca/images/IGETC_Standards_version_1.6_final.pdf

The Curriculum Committee, Role Structure, Duties and Standards of Good Practice, Academic Senate for California Community Colleges (Adopted fall 1996)
http://asccc.org/sites/default/files/publications/Curriculum_0.pdf

The Course Outline of Record: A Curriculum Reference Guide, Academic Senate for California Community Colleges (Adopted spring 2008) http://asccc.org/sites/default/files/publications/Curriculum-paper_0.pdf

Title 5 Information: <http://www.cde.ca.gov>

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Curriculum Development Handbook. Fullerton, CA: Fullerton College, 2009. Print.

Curriculum Handbook. Riverside, CA: Riverside Community College District, 2014. Print.

Curriculum Handbook. Sacramento, CA: Cosumnes River College, 2015. Print.

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- Brett Thomas, General Education Subcommittee Chair
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- Richard Yang, Articulation Officer

Prepared by Dyan Pease – 2016

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