

**COLLEGE OF THE SISKIYOU
CURRICULUM HANDBOOK
2021**



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COLLEGE OF THE SISKIYOU

MISSION STATEMENT

We are a comprehensive community college serving the economic, educational, lifelong-learning, and workforce needs of Siskiyou County and other communities our programs reach. We understand the transformative power of higher education and seek to inspire students by offering inclusive and practical learning experiences that are relevant in today's global economy and environment. We strive to prepare our students to align their newly-gained skills and experiences with those best suited to work they wish to pursue and the lives they wish to lead. At the same time, we aim to inspire our students to engage actively, question deeply, reason critically, think boldly, communicate effectively, act innovatively, work collaboratively, and live ethically.

VISION STATEMENT

Transforming students' lives through lifelong learning and success.

VALUES

Integrity – Our decisions and actions reflect honesty, trust, and respect for all.

Excellence – Our decisions and actions reflect our commitment to accountability, innovation, and learning.

Openness – Our decisions and actions reflect open-minded transparent dialogue.

About the *College of the Siskiyous Curriculum Handbook*

The *College of the Siskiyous Curriculum Handbook* was created to provide College of the Siskiyous faculty and staff with the information needed to understand the roles and responsibilities of Curriculum Committee members, the curriculum development process, and the institutional and state requirements that dictate community college curriculum.

Section 1: About the Curriculum Committee

Board Policy on Program and Curriculum Development

College of the Siskiyous' [Board Policy 4020](#) (Program and Curriculum Development) includes the following statement:

The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, the Superintendent/President shall establish procedures for the development and review of all curricular offerings, including their establishment, modification, or discontinuance. Furthermore, these procedures shall include:

- Appropriate involvement of the faculty and Academic Senate in all processes;
- Regular review and justification of programs and course descriptions;
- Opportunities for training for persons involved in aspects of curriculum development;
- Consideration of job market and other related information for vocational and occupational programs

Purpose of the Curriculum Committee

The purpose of the Curriculum Committee is outlined in [Title 5 of the California Code of Regulations](#).

The Curriculum Committee is a sub-committee of the Academic Senate who, with advice from administration, reviews and recommends new and modified curriculum to the Academic Senate and District Board of Trustees.

The District has agreed to rely primarily on the advice of the Academic Senate in all matters related to curriculum, pre-requisites, and degree and certificate requirements ([BP 2510 – Participation in Local Decision Making](#)).

This is what the Curriculum Committee does:

- Maintains oversight of College of the Siskiyous' curriculum approval process.
- Upholds Title 5 program, certificate, and course/class standards/regulations as defined in the [California Code of Regulations](#).
- As they apply to curriculum, preserves additional statutory requirements for programs and courses as outlined in the [Siskiyou Joint Community College District's approved Governing Board Policy and Procedures](#).
- Evaluates proposed curriculum to avoid curriculum duplication and to meet other appropriate criteria for course approval.
- Approves revisions and deletions to existing curriculum.
- Reviews and approve prerequisites, corequisites, limitations on enrollments and advisories.
- Reviews new programs for approval, ensuring all courses have been approved prior to program approval.

Organization of the Curriculum Committee

As an academic and professional matter, the Academic Senate determines the composition of the Curriculum Committee. Members may be voting or non-voting. The five voting Faculty members are confirmed by the Academic Senate and serve for three years each. The Curriculum Chair is elected by the Curriculum Committee and serves for three years.

Voting Members:

- Curriculum Committee Chair – Faculty
- Four Full-Time Tenure-Track Faculty
- Articulation Officer

Non-voting Members:

- Coding Reviewer
- Associate Dean, Instruction/Director, Athletics
- Dean, Career & Technical Education
- Dean of Liberal Arts and Student Success
- Vice President, Academic Affairs
- Student Representative
- Director, Noncredit Education
- Curriculum Secretary

Training: The Curriculum Committee may offer various types of workshops on the curriculum process or any relevant activities during FLEX days. Faculty are encouraged to take advantage of

these workshops to keep up to date on changes in the process. Additionally, individual sessions can be scheduled with either the Curriculum Chair or Faculty Technical Reviewers for help.

Meetings and Agenda: The Curriculum Committee meets weekly during the fall and spring semesters. Emergency meetings may be held if required, and quorum can be obtained. All meetings are public. Agendas will be posted publicly 72 hours before each meeting. Only items on the agenda will be discussed.

Timelines and Responsibilities for Course and Program Changes

As noted above, [BP 2510](#) (Participation in Local Decision Making) establishes that College of the Siskiyous relies primarily on faculty in matters concerning curriculum. While the work of the committee continues throughout the academic year, certain deadlines have been established to allow the college to meet deadlines established by outside agencies (e.g. North Far North). It is essential that faculty authors refer to the calendar and adhere to a timeline, which will allow proposals to be submitted at the appropriate time.

Course Revisions

The Academic Senate has established a policy that requires every course to go through the full revision process every three years, with CTE courses going through the full revision process every two years. The deadline to submit courses to eLumen is Week 8 of each semester in order for a course to be approved through the local process and offered the following semester. This includes substantial and non-substantial changes to courses. Additionally, those courses will not be offered in any subsequent term until they complete the approval process.

Faculty writing curriculum must take into consideration the [Program and Curriculum Review Calendar](#), Academic Senate calendar, Board of Trustees schedules, and processing of work submitted to the Chancellor's Office and ASSIST. Faculty should consider a one-year timeline for new curriculum development and a six-month timeline for revised curriculum. Courses seeking articulation may have a longer timeline, as four-year institutions have specific schedules for reviewing courses for articulation. For example, the CSU review cycle deadline is December of each calendar year for approval for the upcoming academic year (i.e. submission by December 2022 for CSUGE transfer approval effective 2023-2024 academic year).

Criteria for Evaluating Curriculum

When evaluating curriculum proposals, the Curriculum Committee shall consider the following criteria. The following criteria are used by the Chancellor's Office to approve courses and programs. They are derived from a variety of sources, including statutes, regulations, intersegmental agreements, transfer guidelines, accrediting recommendations, and standards

of good practice in curriculum development. The Academic Senate endorses them. ([Program and Course Approval Handbook, 7th ed.](#), 2019, pg. 24-25)

1. Appropriateness to Mission

- a. The stated goals and objectives of the proposed program, or the objectives defined in the Course Outline of Record (COR), must be consistent with the mission of the community colleges as established by the legislature in Education Code section 66010.4
 - i. A program or course must address a valid transfer, occupational, basic skills, civic education, or lifelong learning purpose. It must not be primarily avocational or recreational.
- b. For courses or programs to be mission appropriate, they must provide systematic instruction in a body of content or skills whose mastery forms the basis of student achievement and learning.

2. Need

- a. Educational Master Plan of the college or district and accreditation standards
- b. Program Review
- c. Transfer applicability for major preparation or GE and student demand
- d. CTE need must be documented through labor market information (LMI) in local service area and/or employer survey. Additionally, a current job market analysis must show that jobs are available or that job enhancement justifies the proposed curriculum.
- e. CTE programs must include a recommendation for approval from the appropriate Career Technical Education Regional Consortium

3. Curriculum Standards

- a. The program is designed so that successful completion of the program requirements will enable students to fulfill the program goals and objectives.
- b. Programs and courses are integrated, with courses designed to effectively meet their objectives and the goals and objectives of the programs for which they are required.
- c. The COR meets all of the requirements of Title 5, 55002 for credit and noncredit course requirements.

4. Adequate Resources

- a. The college must demonstrate that it has the resources to realistically maintain the program or course at the level of quality described in the proposal. This includes funding for faculty compensation, facilities and equipment, and library or learning resources.
- b. Additionally, the college must demonstrate that faculty are available to sustain the proposed required course(s) and to facilitate student success.
- c. The college must commit to offering all required courses for the program at least once every two years, unless the program goals and rationale justify or support a longer time frame.

5. Compliance

- a. The design of the program or course must not conflict with any law, statute, or regulation. Examples:
 - i. Repeatability
 - ii. Tutoring
 - iii. Regulations on student fees
 - iv. Open-entry, open-exit courses
 - v. Prerequisite and enrollment limitations
 - vi. Nursing Practice Act

What Must Be Approved by the Curriculum Committee?

1. New and revised courses
2. New and revised programs
 - a. Once new programs have gone through the program pre-approval process, the committee ensures all courses within the program have been locally approved. The committee does not approve the program itself.
3. De-activated courses or programs (**information only**)
4. Changes in course discipline
5. Changes in units/hours
6. Pre-requisites, co-requisites, advisories (recommended preparation)
7. Distance learning addendums (**also reviewed by DE Coordinator**)
8. Request for courses to be included or removed as CSUGE, IGETC, SOUGE, or COSGE (**in consultation with local discipline faculty**)
9. Changes to the college's associate degree graduation requirements
10. Technical changes:
 - a. Correction of mistakes in eLumen
 - b. Minor changes are made to the COR such as changing a textbook, adding more detail to the methods of instruction or modifying the methods of evaluation
 - c. Non-substantive changes required for C-ID approval
 - d. Changing a pre-requisite to recommended preparation.

Section 2: The Course and Program Approval Process

The work of the Curriculum Committee is guided by statutory and regulatory criteria found in Title 5 and the California Education Code. Standards can be found in Appendices 4-7. These standards relate to:

- Degree credit courses
- Non-degree applicable credit courses
- Degree programs and certificates
- Non-credit courses
- Non-credit certificates

Courses and Programs

Community colleges are authorized to offer different types of courses and programs. Courses may be categorized as credit, non-credit, or community education. Credit courses are further broken down into credit courses that apply to the associate degree and those that do not. Programs are divided into those for credit and those for non- credit.

In addition to the criteria listed above for all courses, the course outline of record (COR) must show the following elements to be approved and classified as a degree credit course under Title 5:

- The COR should contain sufficient information to permit the Curriculum Committee to correctly determine the proper category for the course.
- The committee will determine if the course should be recommended for approval and classified as either degree credit, non-degree credit, or noncredit under Title 5.
- Both the Curriculum Committee and the Board of Trustees must approve degree credit courses. (Title 5, section 55002(a))

Approval Process for New Courses

The Curriculum Committee plays a central role in approving any new courses. In fact, any alteration to the curriculum at College of the Siskiyous (excluding Community Education) must be approved by the Curriculum Committee prior to its implementation. Examples of such changes are

- Addition of new courses
- Deactivation of existing courses
- Modifications to any existing course. All information contained in the course outline of record must accurately describe the course as it will be taught. All modifications must be approved by the Curriculum Committee.
- Such revisions include the adding or deleting of required courses in the program or the adding or deleting of elective courses in the program.

The format for submitting changes to the Curriculum Committee varies with the type of change involved. Again, faculty should consider the criteria for evaluating curriculum when designing any new curriculum.

Approval Process for New Programs (In Development)

All new programs must first be approved via the program pre-approval process. See the Program Pre-Approval form for further detailed information.

Creating or Revising the Course Outline of Record (COR)

The Course Outline of Record (COR) is the most important part of the curriculum documentation that the Curriculum Committee will consider. Faculty creating or revising

curriculum will go through eLumen. You can log into eLumen through the [Curriculum Committee Website – eLumen login](#). Elumen presents faculty with a workflow tool to ensure all necessary items are completed on the COR. All items will be addressed and reviewed by the Curriculum Committee.

The COR is of utmost importance to the California Community College Chancellor's Office, College of the Siskiyous, and the student. Standards for the COR appear in Title 5 regulations, in the Chancellor's Office Program and Course Approval Handbook (PCAH), and in the Accrediting Commissions for Community and Junior College's (ACCJC) accreditation standards. System-wide intersegmental general education agreements with California State University and the University of California (CSUGE and IGETC) and course alignment with C-ID may also place requirements on the course outline for content and the currency of textbooks and other learning materials.

The COR justifies public funding for the course, is the basis for articulation agreements, and determines what courses will count for transfer credit. The COR also provides the basis for the development of syllabi, for different sections of the same course, by individual instructors and defines what the instructor is accountable for with respect to the curriculum. The COR must be specific enough that the instructor will understand what is expected, but it should also be as non-prescriptive as possible in order to allow instructors the flexibility to vary the course to meet the needs of other instructors and students.

Guidelines for Writing, Editing, and Reviewing the COR

- **When Should it be Completed:** Every 3 years for non-CTE courses and every 2 years for CTE courses as indicated in the [Program and Curricular Review Calendar](#).
- **Expectations:** Be specific and clear, follow all Title 5 regulations, make sure the COR is coherent and logical.
- **Course Title and Description:** The course title should be concise and distinguish it from other courses. The course description should be a brief summary of the course's focus and purpose. Be concise, no more than 2-3 sentences. C-ID can provide course descriptions for articulation purposes.
- **Department and Number:** Faculty should check with the Curriculum Specialist in the Office of Academic Affairs when selecting a course number. The Curriculum Specialist will assign a TOP code and SAM code to the course.
- **Units and Hours:** Lecture unit = 18 hrs. (1 hr. per week); Lab unit = 54 hrs. (3 hrs. per week); out-of-class hours should follow the ratio included in eLumen (example: lecture =

1:2) The following formula is used to calculate the total number of units:

○ **Formula:**

$(\text{Total lecture hours}) + (\text{Total lab hours}) + (\text{Total homework hours}) = \text{unit(s)} \times 54 \text{ semester hours/unit}$

○ **Examples:**

Lecture only: 18 hours lecture + 36 hours homework = 54 total hours/54 = 1 unit

Lab only: 54 hours lab + 0 homework = 54 total hours/54 = 1 unit

Lecture/Lab: 18 hours lecture + 36 hours homework + 54 hours lab = 108 total hours/54 = 2 units

A full semester is calculated at 18 weeks, regardless of our 16-week schedule. At College of the Siskiyous, the COR reflects the total number of student learning hours and the associated units for an entire semester.

- **Submission Rationale:** If completing a course revision, include all changes made to the COR as to inform technical reviewers and the Curriculum Committee what to look for. If completing a course proposal, use this area to provide justification for the new course.

- **Repeatability:** This refers to situations in which a student who has received a satisfactory grade in a class may take it again for credit. For the District's policies on repeatability of a course, please refer to [AP 4225](#) (Course Repetition) and [AP 4227](#) (Repeatable Courses).

Title 5, section 55041, only allows a course to be repeated if it:

- must be repeated to meet major requirements at a CSU or UC to complete a bachelor's degree. This means that the school states in their catalog that part of the lower division preparation requires repeating a course or type of course. It does not mean that a CSU or UC allows students to take a course more than one time if the student wants to repeat the experience

- **Pre-Requisites, Co-Requisites, and Advisories:**
 - The following is a definition of these types of restrictions:
 - **Pre-requisite:** course or condition the student must complete prior to registration in order to be successful in the new course
 - **Co-requisite:** course the student must take at the same time as another course in order to be successful in both
 - **Advisory/Recommended preparation:** a course or skill that would be helpful to the student, but which is not required for success in the course
 - **Audition:** performance courses typically requires an audition for placement in the correct role or performance group
 - **Regulatory restrictions:** a law or governing agency restricts access to a

- course(s) or learning environment such as a clinical site
 - **Health and safety restrictions:** requirements students must meet in order to be safe in the learning environment
 - **Assessment tests:** tests to establish student skill level and which are used to give students access to specific courses
- **Methods of Instruction, Methods of Evaluation, and Assignments:** Check all types of instruction and evaluation that may apply to this course. Allow for variations in course materials. No rationale is necessary, but demonstrate the rigor of the course and be clear.
- **Textbook:** Provides examples of current texts and other instructional materials that could be used in the course. This includes Open Educational Resources (OER), software, or printed materials. For articulation purposes, textbook should be no older than 7 years. If using an older text, differentiate by including the word “CLASSIC” next to the text.
- **Materials Fee:** Some courses may require students to pay an extra materials fee in addition to their registration. As these fees may change from year to year, simply state “This course may have a materials fee” if it indeed does.
- **Student Learning Outcomes (SLO’s):** Begin each SLO with a measurable/observable action verb, preferably one from [Bloom’s Taxonomy](#). Emphasize higher-order, critical thinking skills when possible. Consider C-ID descriptions for articulation purposes.
- **Course Outline:** Outline all material – topics, subtopics, ideas – taught in the course. The course outline should be clear and use standard outlining practices. If a course has a lecture and lab component, there should be a separate outline for each.
- **Distance Education (DE):** Explains how a course is offered in an online or hybrid format and how the course meets DE Standards. Be sure to clearly indicate that instructors will take the initiative to contact students and offer substantive connection and instruction through a variety of online features and assignments. For more information, see the [DE Committee Webpage](#) or contact the DE Committee.

Adding Distance Education and the DE Addendum

Per Title 5, section 55206, Distance Education courses require separate course approval. When completing a COR for a Distance Education (DE) course, the faculty must complete a Distance Education Addendum as part of the COR.

Distance education is covered by Title 5 starting with section 55200. The PCAH summarizes key points as follows:

Both credit and noncredit courses may be offered through distance education.

These regulations refer to all courses that are developed with the intent that individual classes or sections, or any portion of the course, may be scheduled as distance education instead of traditional, face-to-face instruction. This includes courses referred to as “hybrid” that combine traditional face-to-face instruction and DE with either synchronous or asynchronous instructor-student interaction through communication technology.

Title 5, section 55200-55205, specifies that course quality standards apply to distance education in the same manner as for regular classroom courses, and that each course delivered via distance education must be separately approved as such through local curriculum approval processes. In addition, the regulations require effective contact between instructors and students.

The above Title 5 regulation divides courses into three categories: 100% face-to-face instruction, hybrid classes in which some instruction is face-to-face and some is online, and classes in which 100% of the instruction is online.

The point of the DE addendum is to ensure that distance education courses meet the same standards for quality that encompass face-to-face courses in regard to:

- Interaction with the instructor
- Content presentation
- Learning activities
- Accessibility
- Assessment

For more information, please refer to the [Distance Education Handbook](#).

Section 3: Articulation and General Education

A credit, degree-applicable course can be eligible to satisfy other requirements. If a course has a comparable C-ID number, it can be submitted to [C-ID](#) for review. If the course is appropriate as a general education course, the GE Reviewer will consult local discipline faculty for approval for the COS General Education pattern. Faculty are encouraged to consult the Articulation Officer (AO) for applicable criteria.

Articulation

ASSIST

ASSIST is the public database of articulation agreements between California Community Colleges and the CSU or UC campuses. Transfer course agreements between campuses can be viewed by department or by the courses needed for a particular major. To view CSU and UC transfer agreements, go to www.assist.org, and select “College of the Siskiyous” from the drop-down menu. Here, you can view the CSUGE pattern and IGETC. Individual courses articulated with other California public colleges are viewed by selecting “College of the Siskiyous,” then the CSU or UC campus, then the department or major.

C-ID

C-ID, the Course Identification Numbering system, was developed in 2010 to assign common designations (C-ID numbers) to significant transfer courses. C-ID addresses the need for common course numbers in California by providing a mechanism to identify comparable college courses. Most C-ID numbers identify lower-division transferable courses commonly articulated between the California Community College system and universities (including the California State Universities, the Universities of California, as well as with many of California’s independent colleges and universities).

The C-ID number is a designation that ties a course to a specific course “descriptor” developed by intersegmental discipline faculty and reviewed statewide. It provides information for students, staff, and faculty who must identify which community college courses best meet the expectations transfer partners have for courses that transfer into a major at specific universities.

Once the descriptor for a course has undergone wide discipline review, it is posted for general viewing. Individual college courses are compared to the minimum requirements set by these descriptors. Any community college course that bears the C-ID supranumber conveys that intersegmental faculty have determined it meets the published course content, rigor, and course objectives. The C-ID descriptor also means that any other course elsewhere, bearing the same number, will be accepted by the institution.

Local GE Pattern

Title 5, Section 55063, stipulates that students receiving an associate's degree must complete a minimum of 18 semester or 27 quarter units of general education coursework which includes a minimum of three semester units in each of the areas of natural science, social and behavioral sciences, humanities, language and rationality, and multicultural living skills. College of the Siskiyous' local associate degree GE pattern requires 18 units of study. The current local GE pattern can be found [here](#).

CSU GE Pattern

The California State University General Education (CSUGE) pattern is a general education pattern that community college transfer students may use to fulfill lower-division general education requirements for the California State University (CSU) system without the need, after transfer, to take additional lower-division general education courses. As part of the requirements for a bachelor's degree, all students must meet general education requirements. Completion of CSUGE does not guarantee admission to a CSU campus. The current CSUGE pattern can be found [here](#).

IGETC GE Pattern

The Intersegmental General Education Transfer Curriculum (IGETC) is a general education pattern that community college transfer students may use to fulfill lower-division general education requirements for the University of California (UC) system or the CSU system without the need, after transfer, to take additional lower-division general education courses. As part of the requirements for a bachelor's degree, all students must meet general education requirements. The IGETC pattern is useful for students who want to keep their options open before making a final decision about transferring to a particular UC or CSU campus. Completion of IGETC does not guarantee admission to a UC or CSU campus. The current IGETC pattern can be found [here](#).

SOU GE Pattern

The Southern Oregon University General Education (SOUGE) pattern is a general education pattern that community college transfer students may use to fulfill lower-division general education requirements for Southern Oregon University without the need, after transfer, to take additional lower-division general education courses. As part of the requirements for a bachelor's degree, all students must meet general education requirements. Southern Oregon University also accepted completed IGETCS and CSUGE. The current SOUGE pattern can be found [here](#).

Section 4: Resources

Appendix 1: Curriculum-Related Acronyms

| | |
|---|---|
| AA-T: Associate of Arts Transfer Degree | CSUGE: California State University General Education |
| AB: Assembly Bill | CSU: California State University |
| ACCJC: Accrediting Commission for Community and Junior Colleges | CTE: Career and Technical Education |
| ADT: Associate Degree for Transfer | GE: General Education |
| AO: Articulation Officer | IGETC: Intersegmental General Education Transfer Curriculum |
| AoE: Area of Emphasis | LAS: Liberal Arts and Sciences |
| ASCCC: Academic Senate for California Community Colleges | LMI: Labor Market Information |
| AS-T: Associate of Science Transfer Degree | OER: Open Educational Resources |
| CCC: California Community College | PCAH: Program and Course Approval Handbook |
| CCCCO: California Community Colleges Chancellor's Office | PLO's: Program Learning Outcomes |
| CDCP: Career Development and College Preparation | SB: Senate Bill |
| C-ID: Course Identification Numbering System | SLO's: Student Learning Outcomes |
| CO: Chancellor's Office | SOUGE: Southern Oregon University General Education |
| COA: Certificate of Achievement | TMC: Transfer Model Curriculum |
| COCI: Chancellor's Office Curriculum Inventory | UC: University of California |
| COR: Course Outline of Record | UCTCA: University of California Transfer Course Agreement |
| CORE: Course Reviewer (for C-ID) | VPAA: Vice President Academic Affairs |

Appendix 2: Bloom's Taxonomy of Action Verbs

Student Learning Outcomes will encompass critical thinking terms from each of the six categories of Bloom's Taxonomy; however, emphasis should be placed on the final three categories (Analyze, Evaluate, and Create) because the terms in these lists require student engagement in higher order critical thinking.

BLOOM'S TAXONOMY DIGITAL PLANNING VERBS

REMEMBERING



Copying
Defining
Finding
Locating
Quoting
Listening
Googling
Repeating
Retrieving
Outlining
Highlighting
Memorizing
Networking
Searching
Identifying
Selecting
Tabulating
Duplicating
Matching
Bookmarking
Bullet-pointing

UNDERSTANDING



Annotating
Tweeting
Associating
Tagging
Summarizing
Relating
Categorizing
Paraphrasing
Predicting
Comparing
Contrasting
Commenting
Journaling
Interpreting
Grouping
Inferring
Estimating
Extending
Gathering
Exemplifying
Expressing

APPLYING



Acting out
Articulate
Reenact
Loading
Choosing
Determining
Displaying
Judging
Executing
Examining
Implementing
Sketching
Experimenting
Hacking
Interviewing
Painting
Preparing
Playing
Integrating
Presenting
Charting

ANALYZING



Calculating
Categorizing
Breaking Down
Correlating
Deconstructing
Linking
Mashing
Mind-Mapping
Organizing
Appraising
Advertising
Dividing
Deducing
Distinguishing
Illustrating
Questioning
Structuring
Integrating
Attributing
Estimating
Explaining

EVALUATING



Arguing
Validating
Testing
Scoring
Assessing
Criticizing
Commenting
Debating
Defending
Detecting
Experimenting
Grading
Hypothesizing
Measuring
Moderating
Posting
Predicting
Rating
Reflecting
Reviewing
Editorializing

CREATING



Blogging
Building
Animating
Adapting
Collaborating
Composing
Directing
Devising
Podcasting
Wiki Building
Writing
Filming
Programming
Simulating
Role Playing
Solving
Mixing
Facilitating
Managing
Negotiating
Leading

Appendix 3: Links to Curriculum Resources

Title 5 and Education Code are referenced throughout this manual. The complete and current text of all California Code of Regulations can be viewed at the [California Office of Administration law website](#). The complete text of all California statutes, including the California Education Code, may be viewed through the [state legislature website](#).

College of the Siskiyous

- [BP 2510 – Participation in Local Decision Making](#)
- [AP 4020 – Program and Curriculum Development](#)
- [BP 4020 – Program and Curriculum Development](#)
- [AP 4022- Course Approval](#)
- [AP 4025 – Philosophy and Criteria for Associate Degree and General Education](#)
- [AP 4225 – Course Repetition](#)
- [AP 4227 – Repeatable Courses](#)
- [Curriculum Committee Webpage](#)
- [Distance Learning Addendum](#)
- [Program and Curricular Review Calendar](#)
- [eLumen Login](#)

Academic Senate for California Community Colleges

- [Program and Course Approval Handbook \(7th Edition\)](#)
- [The Course Outline of Record: A Curriculum Reference Guide Revisited, 2017](#)
- [Ensuring the Appropriate Use of Educational Technology: An Update for Local Academic Senates, 2008](#)
- [A Transfer Discussion Document: Intersegmental Committee of the Academic Senates, 2005](#)
- [Ensuring Effective Curriculum Approval Processes: A Guide for Local Senates](#)

Chancellor’s Office Publications

- [California Community Colleges Taxonomy of Programs](#)
- [Implementing Title 5 and DSP&S Guidelines](#)
- [Noncredit at a Glance, CCCCCO](#)
- [Distance Education Guidelines](#)
- [Credit Course Repetition Guidelines, 2013](#)
- [Minimum Qualifications Handbook, 2019](#)
- [Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation, 2012](#)
- [TBA Legal Advisory, 2008](#)

Other Publications and Resources

- [ACCJC Guide to Evaluating Distance Education and Correspondence Education \(2013\)](#)
- [ACCJC Accreditation Standards \(2014\)](#)
- [ASSIST](#)
- [C-ID](#)
- [COCI](#)
- [Guiding Notes for General Education Course Reviewers, The California State University and the University of California \(2017\)](#)
- [IGETC Standards, Policies, and Procedures \(2020\)](#)
- [Title 5](#)

Appendix 4: Degree Credit Course Criteria

A degree credit course must meet one of the following criteria specified in Title 5, section 55062:

- A lower division course accepted toward the baccalaureate degree by the California State University or University of California or designed to be offered for transfer.
- A course that applies to the major in CTE fields.
- An English course not more than one level below the first transfer level composition course. Each student may count only one such course as credit toward the associate's degree.

Standards (Title 5, sections 55002, 55003, 55040 and 55041)

- **Grading policy:** Based on uniform standards and demonstrates proficiency in the subject matter based on written communication, problem solving, and/or skills demonstrations, as appropriate to the course content
- **Units:** Granted based on a relationship of hours to units specified by the governing board in compliance with Title 5, section 55002.5, which requires a minimum of 48 hours of lecture, laboratory, out-of-class assignments, or other types of study for each unit of credit. The usual method of meeting this standard is that for each hour of lecture, two hours of homework are assigned. In the case of laboratory courses, the three hours are typically all in the laboratory. While Title 5 specifies the minimum hours required, the Chancellor's Office has recommended recording the maximum hours needed, so 54 is the number used to calculate hours and units. The total number of expected hours must be recorded in the course outline of record.
- **Intensity and Rigor:** The outline of course topics, course objectives, assignments, methods of evaluation, and reading must indicate that college-level work is required. In addition, those course areas should demonstrate that students must study independently outside of class for at least two hours for every hour of lecture.
- **Pre-requisites, co-requisites, or advisories:** Should only be assigned if a student would be highly unlikely to receive a satisfactory grade without it. The course outline of record must demonstrate the relationship between the pre-requisite/co-requisite skills and those to be acquired in the target course.
- **Difficulty:** Course must incorporate critical thinking and an understanding of concepts at the college level.
- **Level:** Learning skills and vocabulary must be at the college level.
- **Course outline of record:** COR must be maintained in official college files and made

available to each instructor. Additionally, the course outline must specify: unit value, contact hours for the course as a whole, recommended preparation, catalog description, objectives, content, example of required reading and writing assignments, other outside assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met.

- **Conduct of the course:** A qualified instructor must teach each section of the course. The Disciplines List established by the Academic Senate lists the recognized disciplines and the minimum qualification to teach in that discipline.
- **Repetition:** Repeated enrollment for apportionment is only allowed in certain circumstances.

Appendix 5: Non-Degree Applicable Credit Course Criteria

Non-degree applicable credit courses are pre-collegiate basic skills courses. The Curriculum Committee and the District governing board must approve these courses (Title 5, section 55002(b)). The COR must contain enough information so that the Curriculum Committee can judge whether or not the course meets the standards of a degree credit, non-degree applicable, or noncredit course under Title 5.

A degree credit course must meet one of the following criteria specified in Title 5, section 55062:

- Non-degree applicable basic skills (reading, writing, computation, and English as a Second Language) courses
- Courses designed to prepare students to succeed in degree-applicable courses and which incorporate basic skills instruction throughout the curriculum. Grades are assigned in part on mastery of basic skills. Examples are college orientation, guidance courses, and courses within disciplines such as biology, history, or business.
- Pre-collegiate career technical preparation courses that provide foundational skills for enrollment in degree-applicable CTE courses.
- CTE courses for which meeting the standards for degree-applicable credit courses is unnecessary.

Standards (Title 5, section 55002(b))

- **Grading policy:** Based on uniform standards and demonstrates proficiency in the subject matter based on written communication, problem solving, and/or skills demonstrations, as appropriate to the course content.
- **Units:** Granted based on a relationship of hours to units specified by the governing board in compliance with Title 5, Section 55002.5, which requires a minimum of 48 hours of lecture, laboratory, out-of-class assignments, or other types of study for each unit of credit. The usual method of meeting this standard is that for each hour of lecture, two hours of homework are assigned. In the case of laboratory courses, the three hours are typically all in the laboratory. While Title 5 specifies the minimum hours required, the Chancellor's Office has recommended recording the maximum hours needed, so 54 is the number used to calculate hours and units. The total number of expected hours must be recorded in the COR.
- **Intensity:** Must provide instruction in critical thinking, prepare students to study independently, and prepare students to succeed in degree-applicable credit courses.
- **Pre-requisites or Co-requisites:** May be applied as needed for student success in the same way as degree-applicable credit courses. The COR must demonstrate the relationship between the pre-requisite/co-requisite skills and those to be acquired in

the target course.

- **Level:** Learning skills and vocabulary are appropriate for a college level course.
- **COR:** The COR must be maintained in the official college files and made available to each instructor. Additionally, the course outline must specify unit value, contact hours for the course as a whole, recommended preparation, catalog description, objectives, content, example of required reading and writing assignments, other outside assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met.
- **Conduct of the Course:** A qualified instructor must teach each section of the course. The Disciplines List established by the Academic Senate lists the recognized disciplines and the minimum qualification to teach in that discipline.
- **Repetition:** Repeated enrollment for apportionment is only allowed in certain circumstances.

Appendix 6: Non- Credit Course Criteria

Non-credit courses are authorized by Education Code, section 84711(a), items 1 through 9. These courses may or may not be designed to prepare students for success in credit programs. Apportionment for these courses differs from credit courses. All non-credit courses must be submitted to the Chancellor's Office for approval (Title 5, section 55100)

"Noncredit" refers to courses that meet the criteria for apportionment:

1. Parenting
2. Basic Skills
3. ESL
4. Citizenship for Immigrants
5. Education for substantially handicapped persons
6. Short-term vocational programs with high employment potential
7. Education programs for older adult
8. Education programs in home economics
9. Health and safety education

Standards (Title 5, sections 55002 and 53412)

- Course treats subject matter and uses resource materials, teaching methods, and standards for attendance and achievement that the curriculum committee considers appropriate for the enrolled students.
- COR specifies the number of contact hours to complete the course, catalog description, objectives, content outline, methods of instruction, examples of assignments, and methods of evaluation to meet the stated objectives.
- **Conduct:** A qualified instructor teaches all sections. The minimum qualifications for non-credit courses differ from those for credit courses. Typically, a Bachelor's degree is required.
- **Repetition:** Not subject to repeatability limitations.

Community Education

The Board of Trustees must approve community education courses. However, Title 5 does not mandate that the Curriculum Committee review and approve community education courses.

Appendix 7: Programs and Certificates

Title 5 section 55000 defines an educational program as “an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education.” Community colleges are authorized to award different types of degrees and certificates:

1. Credit
 - a. Associate degrees – AA, AS, AA-T, AS-T
 - b. Certificates of Achievement
2. Non-credit
 - a. Certificate of Completion
 - b. Certificate of Competency

Associate Degrees

Associate degree programs are composed of three parts: general education, a major or area of emphasis, and additional electives as necessary to bring the total number of units to at least 60 semester or 90 quarter units. 18 of the 60 units must be in the major or area of emphasis. A major may be defined by lower division requirements of a specific major at a University of California or California State University. A major may also be defined as a minimum of 18 units in a specific field or related fields of study. An area of emphasis is considered to be a broader group of courses. It might be as broad as “Social Sciences” or theme based such as “American Studies.” (Title 5, section 55060-55064, and SB 1440) The student learning outcomes and objectives from course work must support the student learning outcomes for the degree. All associate degrees must be approved by the Chancellor’s Office.

There are four types of associate degrees in California:

- Associate in Arts (AA)
- Associate in Science (AS)
- Associate in Arts for Transfer (AA-T)
- Associate in Science for Transfer (AA-T)
-

The Chancellor’s Office supports the Academic Senate’s recommendation to classify associate degrees as follows (ASCCC Resolution 9.06, Spring 2008):

- Associate in Science (AS or AS-T) must be used for and Science, Technology, Engineering, or Mathematics (STEM) field and CTE programs
- Associate in Arts (AA or AA-T) must be used for all other disciplines

AA and AS Criteria:

Title 5, sections 55061, 55062, and 55063 define the philosophy and type of course work appropriate to the associate degree. It is designed to lead students through learning

experiences, which will develop their ability to think and communicate clearly, use mathematics, and understand modes of inquiry.

Colleges are given freedom to develop these degrees within the parameters established by the Education Code and Title 5. They must contain at least 18 semester or 27 quarter units of work of general education. General education areas are defined as: natural sciences, social and behavioral sciences, humanities, language and rationality. 18 semester or 27 quarter units must be in a major or area of emphasis. The remainder of the units comes from electives and/or specific local requirements. Colleges may exceed the 60 semester or 90 quarter unit minimum.

AA-T and AS-T Criteria:

The Associate Degree for Transfer (ADT) was developed to create a seamless transfer process between the California State University System (CSU) and the California Community College System (CCC). These degrees are designed to work across the CSU system, so that students have more flexibility in their transfer decisions and priority admission for completing the ADT (Education Code 66747). ADT follow the same pattern as the associate degree, but also has specific criteria that must be followed.

General Education units are limited to 18 semester or 27 quarter units from IGETC or CSU General Education Breath Requirements. (Education Code 66746(a)).

No local requirements may be imposed (Education Code 66746).

The degree may not exceed 60 semester or 90 quarter units except in special circumstances (Education Code 66748).

Local colleges must follow the Transfer Model Curriculum (TMC) when developing these degrees. The TMC is developed and approved through an intersegmental process involving the community colleges and the CSU system. Courses in the ADT must be approved through the Course Identification Number (C-ID) system if there is an approved descriptor for the course.

Credit Certificates

Certificate of achievement is defined as any sequence of degree-applicable courses consisting of 18 or more semester units or 27 or more quarter units. A certificate of achievement is designed to represent the completion of learning experiences, which develop skill in CTE or general education. It may not be solely based on basic skills and/or ESL courses. Additionally, this certificate is considered an education program requiring Chancellor's Office approval and may be placed on a student's transcript (Title 5, section 55070).

Certificate of completion is the title give to all credit certificates at College of the Siskiyous that are less than 16 semester or 24 quarter units. Title 5 does not specify a name for these sorts of certificates, but it does prohibit using certain names (e.g. achievement, completion, competency). This certificate may only appear on a student's transcript if it is 8 to fewer than 16 semester units and has been submitted to the Chancellor's Office for approval. Credit

certificates lower than 8 semester units may not appear on a student's transcript. (Title 5, section 55070).

Non-Credit Certificates

Certificates of Completion: are awarded for a sequence of non-credit course work leading to improved employability or job opportunities (Title 5, section 55151).

Certificates of Competency are awarded for non-credit course work that prepares a student to progress in a career path or to take credit courses. It is based on showing competency rather than taking a specific number of courses (Title 5, section 55151).

Stand Alone Status

When a credit course is not part of an approved program it is classified as a stand-alone credit course. This means the course is not considered either a General Education course or a course required for a Chancellor's Office approved program. A special topic course is one example of a stand-alone course.

Colleges are authorized to approve stand-alone courses under certain circumstances. If 18 semester or 27 quarter units (or more) of stand-alone courses in the same T.O.P. code are linked together through prerequisites or co-requisites, then the college is required to create a program and submit it to the Chancellor's Office. Finally, students are prohibited from using more than 18 semester or 27 quarter units to fulfill the requirements of an educational program. (Title 5, section 55100). Care should be exercised when considering developing a stand-alone course. All courses need to follow the current mandates of the community college system: basic skills, transfer, and CTE. The emphasis is on moving students through their educational program.

This term also refers to credit courses that are required for a certificate of fewer than 16 semester or 24 quarter units that has not been approved and chaptered by the Chancellor's Office as a Certificate of Achievement.