

Sacramento City College Curriculum Handbook

Prepared by Virginia May – 2009

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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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College Goals

1. Develop and implement processes to promote engagement and success of first-year students.
2. Implement a systematic enrollment management process that aligns student outreach and recruitment with scheduling of classes, programs, and services based on student interest, demand, time, convenience, and culture.
3. Improve basic skills competencies in reading, writing, and math and improve preparedness for degree applicable courses through developing skills in reading, writing, math, and information competency across the curriculum and throughout the college.
4. Improve processes, services, curriculum, and instructional design to ensure equivalent student outcomes for alternative modalities and locations (i.e., off campus sites, distance education, etc.).
5. Revise or develop new courses, programs and services based on assessment of emerging community needs.
6. Improve staff processes for all classifications including hiring, orientation, mentoring, customer service, training, evaluation, and exit processes, with attention to the selection and retention of staff that reflect the diversity of our students and community.
7. Engage the college community in the process of ongoing institutional evaluation and continuous improvement, in the analysis and review of data, and in ongoing activities related to accreditation.

8. Identify and respond to the needs of the college community that is growing increasingly diverse in terms of demographics and culture.
9. Deliver programs and services that demonstrate a commitment to learner-centered education and training and institutional effectiveness through continuous process improvement.

Curriculum Committee Charge

The Curriculum Committee promotes development of curriculum and courses that meet 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 which 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)

Who is Responsible for Curriculum?

The Faculty are responsible for initiating curriculum development and revision. Title 5 section 53200 (b), or the 10 + 1 states “Academic and Professional Matters” include the following policy development and implementation matters:

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 (*November 2003*)

The SCC Curriculum Committee will be comprised of **41** total members. The committee members will be appointed by the appropriate constituent leadership for a two year membership.

The faculty membership will include a minimum of two faculty per division but will receive additional seats based on the size of the division.

Faculty Membership

<u>Division</u>	<u>Members</u>
Behavioral & Social Sciences	4
Business	2
Counseling Services/Student Services	2
Humanities & Fine Arts	3
Language & Literature	3
Learning Resources	2
Physical Education	2
Math/Statistics/Engineering	3
Science & Allied Health	5
Technology	2
Articulation Officer	1

Membership at Large

Administrators	5	(2 Assoc VP's of Instruction and 3 administrators from Student Services/Instruction area)
Classified Staff	3	(from curriculum-related areas)
Students	2	
Faculty Co-Chair	1	non-voting, votes only in ties
Admin. Co-Chair	1	non-voting

Curriculum Subcommittees

Distance Education
 General Education
 Honors
 Multicultural Graduation Requirement
 Prerequisite/Corequisite/Advisory
 Articulation

Special Areas

Student Learning Outcomes/Program Learning Outcomes (SLOs/ProLOs)
 Technical Review

Each Subcommittee consists of a chairperson and several members of the Curriculum Committee. The Honors Subcommittee also includes the Honors Coordinator as an advisor.

Each Special Area has an “expert” or “officer” except the Technical Review Team. The Technical Review Team consists of the Faculty Chair, Curriculum Liaison, and one of the AVPIs. The Administrative Co-Chair or Articulation Officer may also assist the TR Team.

Subcommittee Charge

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 to those of the traditional in-person modality, and that regular, effective instructional contacts are included.

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 the 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.

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. These criteria are provided by the Honors Transfer Council of California.

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 and SCC’s General Education Learning Outcomes.

Prerequisite/Corequisite/Advisory

The Pre/Co/Adv subcommittee reviews the courses and other 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 suggests or recommends edits to the course developer as needed and reports to the entire committee regarding which courses have been approved or are pending.

Articulation Subcommittee

The role of the articulation officer is integral in the process of obtaining articulation agreements with other academic institutions. (*It is expected that this subcommittee will be established during the fall of 2009.*)

Student Learning Outcomes/Program Learning Outcomes (SLO/ProLO)

The SLO coordinator/liaison reviews the SLOs and ProLOs and may suggest or recommend edits to curriculum developers to ensure sound SLOs and ProLOs associated with course and instructional program outlines of record.

Technical Review

The Technical Review Team consists of Faculty Co-Chair, one Associate Vice-President of Instruction, the Curriculum Liaison, and sometimes the Articulation Officer. This team checks all proposals for punctuation, grammar, consistency, legality/compliance, etc. In addition, the team members will assist the curriculum developers regarding typical comments/requests that may come from the curriculum committee members during the 1st and 2nd Readings of the curriculum proposals.

Meeting Schedules

Curriculum Committee Meeting

Fall semester	Most Fridays	11:00 am – 1:00 pm through November
Spring Semester	Alternate Fridays	11:00 am – 1:00 pm through mid April

Technical Review Meeting

Fall semester	Most Fridays	9:00 am – 11:00 am through mid November
Spring Semester	Alternate Fridays	9:30 am – 11:00 am through March as needed

Curriculum Job Descriptions/Responsibilities

Curriculum Committee Member

- Attends Curriculum Committee Meetings
- Reviews agenda and curriculum proposals before each meeting
- Reports on curriculum issues to own area division
- Assists colleagues with curriculum development and revision

GE Subcommittee Chair

- Facilitates discussions and review regarding GE requests on curriculum proposals
- Communicates with curriculum developers regarding changes/edits to curriculum to meet GE requirements
- Prepares and presents regular reports to the Curriculum Committee regarding pending/approved/denied GE requests
- Attends Technical Review Meetings as needed

DE Subcommittee Chair

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

Honors Subcommittee Chair

- Facilitates discussions and review regarding Honors requests on curriculum proposals
- Communicates with curriculum developers regarding changes/edits to curriculum to meet Honors requirements
- Prepares and presents regular reports to the Curriculum Committee regarding pending/approved/denied Honors requests
- Attends Technical Review Meetings as needed

Multicultural Subcommittee Chair

- Facilitates discussions and review regarding Multicultural Education requests on curriculum proposals
- Communicates with curriculum developers regarding changes/edits to curriculum to meet Multicultural Education requirements
- Prepares and presents regular reports to the Curriculum Committee regarding pending/approved/denied Multicultural Education requests
- Attends Technical Review Meetings as needed

Pre/Co/Adv Subcommittee Chair

- Facilitates discussions and review regarding Pre/Co/Adv requests on curriculum proposals
- Communicates with curriculum developers regarding changes/edits to curriculum to meet Pre/Co/Adv requirements/best practices

- Prepares and presents regular reports to the Curriculum Committee regarding pending/approved/denied Pre/Co/Adv requests
- Attends Technical Review Meetings as needed

Articulation Officer/Articulation Subcommittee Chair

- Attends Curriculum Committee Meetings
- Attends Technical Review Meetings
- Communicates curriculum issues to Faculty Co-Chair, Administrative Co-Chair, and Curriculum Liaison
- Assists Technical Review Team as needed
- Submits outlines to OSCAR and ASSIST
- Works with other colleges and universities on transferability
- Coordinates articulation agreements

Curriculum Liaison

- Works under the direction of the Vice President of Instruction
- Functions as member of Curriculum Committee and Technical Review Team
- Reviews curriculum proposals to ensure compliance with state and local guidelines, including Title 5 and CCC System Office requirements
- Tracks the progress of curriculum proposals throughout the approval process and according to adopted timelines for Board of Trustees approval
- Assists faculty and administrators with curriculum writing and functions of SOCRATES (curriculum management) input
- Confirms faculty curriculum proposal edits in preparation for Technical Review meetings
- Participates in Technical Review meetings by meeting with faculty developers and subcommittee chairs; guides faculty on what to expect from and during the curriculum process
- Compiles Curriculum Committee agendas and minutes with Faculty and Administrative Co-Chairs
- Inputs approved curriculum, programs, and management information system coding in the master course file (Catalog Level) in PeopleSoft
- Coordinates with Articulation Officer for inputting transfer and articulation information in master course file
- Reviews division schedule planning sheets for alignment with curriculum approval for class-level content entry by Schedule Technicians in the Schedule of Classes
- Submits MIS reporting documents to District IT and CCC System Office
- Assists with Program Review coordination
- Compiles along with faculty the input of state and regional program approval applications for signature, review, and approval
- Coordinates and edits the annual College Catalog
- Coordinates Web updates for Program Learning Outcomes and the College Catalog
- Serves on the SOCRATES Advisory Group (SAG) – District committee
- Serves on PeopleSoft Catalog/MIS Reporting Liaison Team - District committee
- Attends Curriculum Institute sponsored by the Californian Community College Academic Senate

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

- Attends Curriculum Committee Meetings
- Meets with Faculty Co-Chair and Curriculum Liaison to develop Agendas and Minutes for the Curriculum Committee Meetings
- Serves on DCCC
- Serves on District Program Placement Committee

Faculty Co-Chair

- Initiates Curriculum Process with proposals launched to Tech Review Status
- Generates Subcommittee Agendas using SOCRATES
- Begins Tech Review process by reviewing curriculum proposals, noting edit requests/suggestions based solely upon grammar, punctuation, spelling, typos, legal issues (Title 5), etc. No curriculum evaluation is done at this time. Notes regarding comments that curriculum committee members may voice are appropriate and courteous. Sends Tech Review notes to Curriculum Liaison
- Reviews and compiles Tech Review notes after the Curriculum Liaison, AVPI, and others have made notes and comments
- Sends Tech Review notes to the appropriate faculty curriculum developers – this document includes details and instructions regarding the scheduled Technical Review Meeting and deadlines to address the comments/suggestions for edits
- Works with Administrative Co-Chair and Curriculum Liaison to develop curriculum committee meeting agendas, minutes, and address curricular issues
- Serves on the Academic Senate to communicate curricular issues between the Academic Senate and the Curriculum Committee
- Serves on the District Curriculum Coordinating Committee (DCCC)
- Attends Curriculum Institute sponsored by the Californian Community College Academic Senate
- Moves course/program proposals appropriately through the Curriculum process in SOCRATES
- Maintains detailed tracking of course/program proposals throughout the curriculum process
- Participates in Program Review Process
- Serves on the Socrates Advisory Group (SAG) district committee

Associate Vice-President of Instruction (AVPI)

- Attends Curriculum Committee Meetings
- Member of Technical Review Team
- Attends District Curriculum Committee as an alternate to the VPI/Administrative Co-Chair

SLO/ProLO Representative (Student Learning Outcomes/Program Learning Outcomes)

- Attends Curriculum Committee Meetings
- Attends Technical Review Meetings when necessary
- Reviews SLOs and ProLOs on proposals, and provides comments/suggestions to curriculum developers

Importance of Course Outlines and Program Outlines

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

1. Faculty are both legally (by Title 5) and contractually (by LRCFT union contract) required to teach to the course outline of record.
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.

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

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

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

The Curriculum Process – Beginning to End (Catalog Status)

Draft	When a faculty member who is referred to as the “curriculum developer” initiates a curriculum proposal it shows up in Draft Status. It will stay in Draft Status until the faculty member “launches” or “withdraws” the proposal. Current courses and programs in SOCRATES will not be affected by a “launch” or “withdrawal” of a Draft proposal.
Department Review	After a proposal is “launched”, it arrives in Department Review Status. At this time, the Department Chair will automatically be sent an email message with a request to enter the Department Vote and add an electronic signature. It will stay at this status until the Department Chair completes segment. Doing so moves the proposal to “Tech Review” status.
Tech Review	At this time, the Faculty Co-Chair of the Curriculum Committee may begin the curriculum process according to the published Submissions Calendar. Within approximately 1 to 4 weeks (during the active curriculum cycle), the curriculum

developer will receive an email from the Faculty Co-Chair. This email will consist of comments from the Technical Review Team and instructions regarding completion time for edits, as well as a scheduled appointment for the Technical Review Meeting. 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 may take longer. The proposal will stay at Tech Review status until the Technical Review Team and appropriate subcommittee chairs agree that the proposal is ready for a 1st Reading. Most proposals are ready to move to a 1st Reading status by the end of the Technical Review Meeting, provided that the curriculum developer has attended the Technical Review Meeting and addressed all comments.

Consent/FYI If the curriculum proposal is a revision, with no substantial changes, the proposal may be moved to a Consent/FYI status. The Technical Review Team determines substantial change. The proposal will be placed on a Curriculum Committee Meeting agenda. If there are no questions or concerns by committee members at the meeting, the proposal will be moved to Catalog status.

1st Reading The proposal is moved to 1st Reading status and placed on a Curriculum Committee Meeting agenda. The members of the curriculum committee will review the proposal, and direct any comments or questions to the curriculum developer during the scheduled Curriculum Committee Meeting. Discussion may include how the proposal blends and enhances other curriculum, transfers, etc.

2nd Reading After all agreed upon edits to comments from the 1st Reading of the proposal have been made, the proposal is moved to a 2nd Reading status by the Faculty Co-Chair, and placed on another Curriculum Committee Meeting agenda. All proposals on the agenda at 2nd Reading status are voted upon by the committee members. If the proposal is approved, then the Faculty Co-Chair moves the proposal to the next level, as follows:

<u>Proposal Type</u>	<u>Next status</u>
Course Revision	Catalog
New to College Course	DCCC
New to District Course	DCCC
Experimental Course	DCCC
New Program	DCCC
Program Revision (with no substantial change)	Catalog
Program Revision (with substantial change)	DCCC

If you have a new program, you must complete appropriate forms to be submitted to the SCC Office of Instruction. All such forms may be obtained from the Office of Instruction.

DCCC All proposals at DCCC status are reviewed and voted on by members of the District Curriculum Coordinating Committee at their monthly meeting. Proposals that are approved are moved to the next level as follows:

<u>Proposal Type</u>	<u>Next status</u>
New to College Course	Catalog
New to District Course	Board
Experimental Course	Catalog
New Program	Board
Program Revision (with substantial change)	Board

Board The Los Rios Community College District Board of Trustees votes on proposals at Board status at their monthly meeting. Proposals that are approved are moved to the next level as follows:

<u>Proposal</u>	<u>Next status</u>
New to District Course	Catalog
New Program	CCCCO
Program Revision (with substantial change)	CCCCO

CCCCO Programs at CCCCCO status are reviewed by the System Office (formerly called California Community College Chancellor’s Office). Programs that are approved will be moved to Catalog status.

Catalog After the Faculty Co-Chair moves the proposal to this status, the local approval process is complete, and other input processes begin. If the proposal was a revision, it will replace the current catalog version of the outlines of record.

Rule of Five

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

1. same course designator and number
2. same course title
3. same number of units
4. same academic level (basic skills, college non-transfer, transfer) Note: This does not include the same prerequisites, but the developer should take this into consideration.
5. similar, but not necessarily identical, course descriptions and course content. Note: The SLOs are not included, but the developer should take this into consideration.

In practice, the Rule of Five simply means that if a course is offered by more than one college and has the same identifier, it is treated as the exact same course at each Los Rios college and is presented as being 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.

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

Cross-Listed/same MIS Coding, Cross-Referenced, or “same as” courses are courses that are identical except by course designator and possibly the number as well. For example, ECE 312 and FCS 312 are identical courses. When revising such courses, the faculty initiator/developer is responsible for notifying other faculty with cross-listed courses of any changes made to the course outline so that the matching course update can be initiated. All courses must be submitted for review and go through the curriculum process at the same time. Language such as, “Credit will be awarded for ECE 312 or FCS 312, but not for both.” must be included at the end of the course description. Course designators and numbers must be “embedded” in the course description.

Deleting a Course

The faculty initiator submitting a course for deletion is responsible for notifying all faculty who have:

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

Carnegie Unit

Typically one lecture hour is deemed to require 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 equated on “1 unit” of credit. (Title 5, Section 55002.5)

Lab Courses

The UC system now requires explicit description of the course topics for courses that are lab courses or that consist of a lab component, as done for lecture courses.

Course Repetition

There are specific rules stated in Title 5 regarding course repetition. In order to ensure that SCC is in compliance, lab courses such as music or art may be taken up to 4 times for credit. Lecture courses with “multiple topics” may be taken up to 4 times for credit provided a given topic is not repeated. The topic title will appear in the schedule and on the student’s transcript.

Grading Options

The grading options are “Letter Grade” or “Pass/No Pass”.

Differences between Topics in and Experimental Offering Courses

	<i>Topics in Courses</i>	<i>Experimental Offering Courses</i>
Course Numbers	294: college-level, non-transfer; or 494: transfer level	299: college-level, non-transfer or 499: transfer level
Purpose	Topics Courses present topics of current or limited interest that lie outside the department's regular offerings.	Experimental Offerings experiment with a new course during a short test period. It is an opportunity to refine the course description and learning outcomes before proposing a Course of Record.
Basic Structure	This is one overall course but with multiple topic groups. Note that the 294 or 494 number represents a single course with a common title. Topic group names are used to distinguish versions of the common course.	This is 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.
Catalog	The umbrella Topics in courses (294 and 494) are regular courses and are listed in the print and web catalogs. The catalog description is general, not specific to one topic group.	The umbrella Experimental Offering courses (294 and 494) are listed in the print and web catalogs. The catalog description is general, not specific to the particular Experimental Offering Instance.
Schedule	The particular Topics in Course is listed in the print and web schedules. The topic group name and the topic group description are listed in the class schedules.	The particular Experimental Offering Instance is listed in the print and web schedules. The instance title and the instance course description are listed in the class schedules.
Course Outline	This course shows as one course outline in SOCRATES. The Course Topics section of the outline will have multiple topic groups, each with its own title and description.	This course shows as multiple course outlines in SOCRATES. There will be one for each instance of the 299 or 499 Experimental Offering that has been created.

	<i>Topics in Courses</i>	<i>Experimental Offering Courses</i>
Curriculum Action in SOCRATES	A revision to an existing Topics In course must be initiated. A new topic group is added to 294 or 494 course outline, perhaps with additional textbook titles. The course proceeds through the curriculum process.	A new Experimental Offering course instance must be created. A completed course outline is produced with all of the fields entered. The course proceeds through the curriculum process.
Developer	Only one faculty developer can revise a Topics in course at any one time.	There can be several instances of an Experimental Offering course being developed simultaneously by different faculty developers. However, only one developer per instance may be assigned.
Learning	There is one set of student learning	Each instance may have its own set of

Outcomes	outcomes for all possible sets of course topics.	student learning outcomes.
Prerequisites Corequisites Advisories Enrollment Limitations	A Topics in course is a single course, and thus, can have only one set of prerequisites (corequisites, advisories, enrollment limitations). It is not possible to have different requisites for different topic groups.	Each instance of an Experimental Offering course may have its own set of prerequisites (corequisites, advisories, enrollment limitations).
Curriculum Review	Approval to schedule a Topics in course is NOT automatic. All courses, including Topics in courses, must be approved by the Curriculum Committee.	Approval to schedule an Experimental Offering course is NOT automatic. All courses, including Experimental Offering courses, must be approved by the Curriculum Committee.
Number of Times Course Can Be Offered	Typically, the particular set of topics in the course will be presented only one time, for a short duration or very infrequently. If the department wants to offer the same set of topics on a regular basis, then the course should be assigned its own number and go through the regular curriculum process.	Experimental Offering course 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.
Transferability (UC and/or CSU)	<p>CSU: The original course and each umbrella Topics in course must contain academic rigor as required for all lower-division baccalaureate level courses. Credit earned for Topics in courses will fulfill elective units only.</p> <p>UC: In addition to the above, credits for Topics in courses are given only after a review of the purpose, scope, and content of each course have been completed by the enrolling UC campus. Students must request a review to receive credits, usually after transferring.</p>	<p>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.</p> <p>UC: In addition to the above, credit for Experimental Offering courses are given only after a review of the purpose, scope, and content of each course has been completed by the enrolling UC campus. Students must request a review to receive credits, usually after transferring.</p>
Repeatability (UC and/or CSU)	<p>CSU: Honors the repeatability policy of the campus.</p> <p>UC: The UC system will designate limitations at the time of approval. These limitations are listed in the catalog within the course information.</p>	<p>CSU: Honors the repeatability policy of the campus.</p> <p>UC: The UC system will designate limitations at the time of approval. These limitations are listed in the catalog within the course information.</p>

**Sacramento City College Academic Senate
Departmental Guidelines for Distance Education Offerings**

1. Dialogue should occur within department on which courses are appropriate for distance education modality. (**Note:** Definition of Distance Education modes at Sacramento City College: A class that has any in-person instructional time replaced by distance education method of instruction - online, TV, ITV, and hybrid).
2. Dialogue should occur within department on which modalities are appropriate (hybrid, online, TV, ITV) for each course.
3. Department chair, in consultation with faculty members, will make recommendations to division dean as to which courses should be scheduled for distance education.
4. Department chair, in consultation with faculty members, will make recommendations to division dean as to which courses should be withdrawn from distance education modality through the curriculum process.
5. Department faculty will periodically compare enrollment trends between distance education modalities and in-person modality in order to determine the viability of continuing to schedule distance education sections of a course. The data will include student retention and student success.
6. Instructors of sections delivered via distance education technology 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)
(**Notes:** Refer to the LRCFT Contract: Article 4, Workload, 4.3 Special Teaching Conditions and 4.4 Course Assignment. *The process is comparable for course assignment and course maximum for in-person and distance education modality.* Refer to the LRCFT Contract: Article 8, Peer Review and Appendix C, Forms. *The process for peer review is comparable for in-person and distance education modality.*)
7. Appropriate training of individual faculty for distance education modality will be required before an individual faculty member teaches in that modality. If no previous distance education teaching experience, the faculty member **must meet a minimum of 2 of the following criteria (a, b, c, d):**
 - a. Have previously taught the particular course.
 - b. Have taken at least one distance education course.
 - c. Have DE teaching experience or have taken either:
 - i. SCC's Online Institute
 - ii. CVC's Distance Education training course/s or
 - iii. Other Distance Education training courses
 - d. Have taken training in or have experience with current course management system (such as Blackboard or D2L).

(**Note:** Refer to LRCFT Contract: Article 26, Distance Education, 26.5.2 “training...will be made available to employees who have been assigned to provide instruction through the use of instructional technology, including distance learning.”)

8. It is recommended that the Distance Education Coordinator assign the faculty member an appropriate mentor to assist them during the first semester of teaching a course in a distance education modality.

Adding Distance Education to a SOCRATES Course Outline

Definitions of Distance Education modalities:

Hybrid courses include online work and regularly assigned class meetings listed in the class schedule.

Interactive Television classes are broadcast live from our television studio/classroom. Students attend the class on campus or view the class from another location through cable television. The class may be supplemented with online activities.

Online courses are 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/exams. An in-person, proctored final exam is strongly recommended.

Television courses are a series of professionally produced programs broadcast over local cable television, viewed from on or off campus, by video at the LRC or by rental tapes when available. The course may be supplemented by on-campus meetings and/or online components.

While adding distance education modalities or revising distance education modalities, keep the following in mind:

1. SOCRATES course outlines are public documents used by other faculty who are teaching the course as well as others that are reviewing the course for reasons such as course equivalency, articulation agreements, etc.
2. Whatever the mode of instruction, the course deliveries should be equivalent. For example, the final exam/assessment should be equal in length and difficulty for all modalities.
3. If there is a component in one modality, it should be included in all modalities, in some form. This includes: homework, quizzes, individual or proctored exams/assessments, class participation, and group work, etc.
4. Typical in-class activities can be adapted for distance education:
 - a. Group work can be done on discussion boards, chat rooms and email.
 - b. Class discussion can be done on discussion boards, chat rooms and email.
 - c. Demonstrations can be filmed through Media Services and included on a DVD for the course that can be made available through the bookstore. Some publishers also offer a variety of demonstrations through their website.
 - d. Guest speakers may be filmed during a regular class and added to a class DVD or tape that can be made available at the bookstore or distributed through course management software. However, you must first have the speaker's written permission.
 - e. For some courses it may be appropriate for lab work to be completed online and submitted through course management software.

- f. Hands-on work can be completed through CCCConfer application sharing – you can give the student control of a file on your computer and discuss the changes being made. This discussion can be done through a toll-free phone number. The entire class can participate in this activity.

Important DE sections in SOCRATES:

1. **Course Topics** (usually Section 5) – Exams, assessments, and the final exam/assessment should be included in the distribution of course topic hours. You will need to reference this section when completing section on “Allocation of Instructional Time”.
2. **Instruction Methods and In-class Activities** (usually Section 7) – Copy and paste the Instruction Methods from the In-Person Modality, then modify them as appropriate for the particular DE modality.
 - a. “class discussion” may read as “class discussion utilizing discussion boards” in DE modalities
 - b. “lecture” may read as “lecture materials posted online,” or “online videos.”
3. **Typical Homework Assignments** (usually section 8) – A sample assignment helps to clarify the ways in which the course remains consistent, regardless of the mode of instruction.
4. **Evaluation Methods** (usually section 9) – The modalities should have equivalent evaluation methods.
5. **Allocation of Instructional Time** (usually section 10) – In the In-person modality, all instructional time is face-to-face. Each unit of the course requires 18 hours of instruction for lecture. In the Distance Education modalities, there are many choices of how the lecture time is used.
 - a. Assessment Activities do not include homework and projects done outside of class. This should be the same as for the face-to-face modality. They can include quizzes, but if quiz time is not specifically allocated in the Course Topics section, it shouldn’t be specifically allocated here.
 - b. For the hybrid modality, include face-to-face scheduled hours. If you have a 3-unit class, you may teach 1 unit face-to-face and 2 units online. That would be 18 hours on campus, in a regularly scheduled classroom. If you chose to do 2 units face-to-face, then that would be 36 hours of regularly scheduled classroom time.
 - c. In all DE modalities, include orientation time, exam/assessment time done face-to-face and any required discussion/presentations, etc. Any components that are required by the course/department must be included in the outline. If your department requires a DE course to have face-to-face exams, final exam, comprehensive final project or group discussions they must be included in the course outline otherwise the instructor is not contractually obligated to meet these requirements.
 - d. The TOTAL HOURS number should be the same as in COURSE TOPICS.
6. **Regular Instructional Contact** (usually section 11) – Contacts are NOT the same as hours. A contact is any type of communication between a student and the instructor. These may include announcements posted online, emails, in-person lectures, discussion board messages, lab meetings, etc. For each type of contact that you choose to include, use the minimum number of these that a student may expect. For example, if a hybrid class may be scheduled to meet once a week for two hours for 16 weeks or twice a week for two separate hours for 16 weeks, you would list 16 on-site group meetings, not 32. The number of contacts should also correlate logically with the hours given in ALLOCATION OF INSTRUCTIONAL TIME. For example, if 32 hours of onsite discussions are listed, then it would not make sense to list only 4 contacts for onsite group meetings, as this would give the appearance that each group meeting is 8 hours.

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.

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. Please be as explicit as reasonable in describing how your course meets these requirements. An instructor or dean may be invited to a Multicultural Subcommittee meeting to elaborate or further explain how these course meets the Multicultural Requirement. The Multicultural Subcommittee will give feedback to the division after this meeting.

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.

Prerequisite/Corequisite/Advisory Information

In reviewing courses that contain a prerequisite, corequisite, advisory, or enrollment limitation, the Pre/Co/Adv subcommittee uses the definitions and regulations outlined in Title 5, the report on best practices outlined by the Statewide Academic Senate, and standards for consistency across the catalog developed by the subcommittee. The following specific criteria are considered:

Prerequisites:

1. Prerequisites are reviewed to determine if they follow a sequence of courses in the discipline (e.g. ENGWR 50 as a prerequisite to ENGWR 100).
2. If a prerequisite course is listed from another discipline, the course outline must indicate that the course will be validated through a described process (e.g. an English course used as a prerequisite for a sociology course).
3. The specific prerequisite course, not “eligibility for” a course, should be listed in the course outline.
4. Where appropriate (generally, English, math, ESL), “or placement by the assessment process” or “or placement by the SCC assessment process” is added to indicate that a student may use a placement test score in lieu of the required prerequisite course.
5. Prerequisites should be listed as clearly and succinctly as possible. Developers are advised to remove unnecessary wording such as “completion of” within the prerequisite line.
6. The listing of prerequisite courses is also followed by the words “with a grade of **“C”** or better” to indicate that a student must have passed the prerequisite course(s).
7. The prerequisite justification section of the course outline is reviewed to insure that it includes a list of student learning outcomes from the prerequisite course as well as any other explanation for non-course prerequisites or required validation studies.

Corequisites:

1. Corequisite courses are reviewed to insure that they are listed clearly and succinctly.
2. Corequisite courses do not need a grade attached.
3. The corequisite justification section is reviewed to insure that it includes a list of student learning outcomes for the corequisite course(s).

Advisory:

1. Advisory courses are reviewed for clarity and consistency across the catalog and to enhance a student’s learning. As with prerequisites, developers are advised to remove unnecessary wording such as “completion of” within the advisory line.
2. The specific course, not “eligibility for” a course, is used in the course outline.
3. Where appropriate (generally, English, math, ESL), “or placement by the assessment process” is added to indicate that a student may use a placement test score in lieu of the advisory course.
4. The listing of advisory courses is also followed by the words “with a grade of **“C”** or better” to indicate that a student must have passed the advisory course.
5. The advisory justification section of the course outline is reviewed to insure that it includes a list of student learning outcomes from the advisory course as well as any other explanation for non-course advisories.

Enrollment Limitation:

1. An enrollment limitation is a requirement that restricts enrollment in the course to a specific cohort of students.
2. 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.
3. The enrollment limitation is reviewed to insure that they are clear and succinct.
4. The enrollment limitation section should explain why it is necessary to limit enrollment to the stated cohort of students.

General Education Checklist

This course should be considered as fulfilling the following SCC General Education Requirement(s):

Check all categories that apply:

- 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 which 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* Type description of Other here.

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 Outcomes Areas

Specific GELOs

Students should be able to...

- 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.

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.*

I. Natural Sciences

Quantitative Reasoning:

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

- 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

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.

- apply their understanding of the historical development of the U.S. Constitution as they evaluate current political issues.

a. American Institutions

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 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.

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.

- analyze race as a cultural construct and assess its societal impact

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.
- 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.*

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.*

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.*

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.*

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

IV. Languages and Rationality

a. *English
Composition*

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

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.*

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.*

- 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
- 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.
- 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.

Information Competency:

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

- construct and implement effectively-designed search strategies.

Quantitative Reasoning:

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

- 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.
- 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.

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.

V. Living Skills**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.

a. Physical
Education Activity

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.

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.

- systematically examine one's own beliefs, perceptions and ways of thinking to continuously improve reasoning skills.

- 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 participating is required of students (seminar-style).

Program Approval Process

New programs (new degrees or new certificates) must go through the following processes. In addition, they must be approved by the System Office before they can be added to the SCC Catalog.

1. During the planning stages of a new degree or new certificate, the faculty member must inform his or her area dean.
2. The area dean must share this information with the Vice-President of Instruction and the Curriculum Committee.
3. The VPI will advise the Program Placement Council. This is a District-wide committee consisting of the VPI and the Vice-President of Student Services from each college, the District Academic Senate President, the District Curriculum Coordinating Committee Chair, and the Vice-Chancellor. Studies may be needed to determine need, viability, and impact.
4. A list of proposed programs will be shared with the college curriculum committees and the DCCC indicating whether or not a program should move forward. The DCCC may only approve those programs that have been given the “OK” to proceed.
5. All “New to College” and “New to District” programs must be approved by the state chancellor’s office or system office before appearing in the College Catalog. The process below must be completed by the developer with assistance from the Instructional Services Office.
 - a. Access the forms at <http://www.cccco.edu/SystemOffice/Divisions/AcademicAffairs/CreditProgramandCourseApproval/ApplicationsandForms/tabid/431/Default.aspx>
 - b. Contact an AVPI and Curriculum Liaison for assistance.
 - c. Submit a draft.
 - d. Do not secure signatures-this will be completed for you.
 - e. Include Labor Market Information Data.
 - f. Include Transfer Data from the Articulation Office.
6. Career Technical Education programs need to go to the North/Far North Consortium for approval. **Below are the forms that must be completed by the program developer, and submitted to Office of Instruction immediately after approval (after 2nd Reading)** by the SCC Curriculum Committee.
 - a. Access the forms at <http://www.cccco.edu/SystemOffice/Divisions/AcademicAffairs/CreditProgramandCourseApproval/ApplicationsandForms/tabid/431/Default.aspx>
 - b. Contact an AVPI and Curriculum Liaison for assistance.
 - c. Submit a draft.
 - d. Do not secure signatures-this will be completed for you.
 - e. Include Labor Market Information Data.
 - f. Include Transfer Data from the Articulation Office.

Curriculum Style Guide

Help is available in each section under the “Help” file. The following provides additional information for the various sections of the outlines.

For Course Outlines

Course Title

1. Capitalize the first word of the title and all important words thereafter.
 - The Child, the Family and the Community
 - Cultural Foods of the World

2. Choose a title that describes the course content but is succinct.
 - Too verbose: *Need Example*
 - Too general: Disease
 - Better: Common Adult Diseases
 - Unclear: Going International
 - Better: International Business Environment for Entrepreneurs

3. Spell out abbreviations and symbols.
 - Polymerase Chain Reaction (PCR) Methods not PCR Methods
 - Decision Making and Problem Solving not Decision Making & Problem Solving
 - Leadership and Supervisory Skills not Leadership/Supervisory Skills
 - Socialism versus Communism not Socialism vs. Communism
 - Intermediate Keyboarding Skills not Keyboarding Skills: Intermediate

4. 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
Elementary Italian
Intermediate Italian
 - The word Part followed by an Arabic numeral:
Mathematics for DC Circuit Fundamentals, Part 1
Mathematics for DC Circuit

Short Title for Transcripts

1. If the course title is 30 characters or fewer, keep the Short Title the same as the course title.
 - Large Format Photography stays Large Format Photography
 - Social Problems stays Social Problems
 - Constitutional Rights stays Constitutional Rights
2. If the course title exceeds 30 characters, use industry or discipline specific abbreviations to derive a short title fewer than 30 characters.
 - Computer-Aided Design and Drafting (CADD) Techniques becomes CADD Techniques
 - Polymerase Chain Reaction (PCR) Methods becomes PCR Methods
3. Drop unimportant words and punctuation.
 - The Child, the Family and the Community becomes Child Family Community
4. Save space by using common abbreviations such as intro for introduction or introductory, adv for advanced, 7th for seventh, US for United States, CA for California, etc.
 - Introduction to Recreation and Leisure Services becomes Intro Rec and Leisure Services
 - California Real Estate Principles becomes CA Real Estate Principles
5. Shorten title words by truncating after major syllables (e.g., Recreation becomes Rec) or by removing vowels (e.g., Relations becomes Rltns).
 - Introduction to Psychology of Human Relations becomes Intro Psych of Human Rltns

Need/Purpose

The purpose/need 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. Here are some examples:

- 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.
- This course is one of the courses in a multi-disciplinary Graphic Communication program, leading to a certificate in Web Design or Web/Graphics Production. Completion of one of these certificates prepares the student for entry-level employment in graphic and Web production.
- This course fulfills the CS2 transfer requirements in Computer Science. It is also important for professional practitioners who write software to manage large data sets.
- This course is the US Forest Service's second course in a series of two, which is required for new firefighter recruits. All new firefighters for the US Forest Service must take this course.

Course Description

1. Assume that the course description reader is unfamiliar with your discipline or has only a cursory knowledge of your discipline. Do not assume that the reader is familiar with the specialized vocabulary of your discipline.
2. Specialized abbreviations are hard to follow.
 - *Avoid:* Training includes GMAW and FCAW on heavy plate.
 - *Better, expanded abbreviations:* Training includes Gas Metallic Arc Welding (GMAW) and Flux-Cored Arc Welding (FCAW) on heavy plate.
3. Focus on the content of the course, not the methods of instruction or evaluation.
 - The following sentence belongs in the Evaluation Methods section instead of Catalog Description: A comprehensive simulation project will be completed as part of the course. The project will include one quarterly payroll reporting cycle.
4. Avoid the use of marketing language in the course description. Don't try to sell students on the idea or need for the course.
 - *Marketing, sales pitch:* With the increased connectivity to the Internet and the wide availability of automated cracking tools, organizations can no longer simply rely on operating system security to protect their valuable corporate data.
Better: Beginning with the built-in security features of the operating system, a comprehensive set of strategies for securing corporate data is presented, including network firewalls, intrusion notification software, and effective security practices.
 - *Marketing, sales pitch:* An exciting field trip into mountain lion country is required to allow students to identify lion sign and appreciate the natural habitat of this magnificent predator.
Better: A field trip to mountain lion country is required.
5. Use complete sentences.
 - *Not a sentence:* Instruction in critical thinking, reading and writing.
Sentence: This course provides instruction in critical thinking, reading, and writing.
 - *Not a sentence:* May be taken two times for credit.
Sentence: This course may be taken two times for credit.
 - *Not a sentence:* Field trips required.
Sentence: Field trips are required. (If you know how many, include the number.)
 - *Not a sentence:* Not open to students who have completed MATH 320.
Sentence: This course is not open to students who have completed MATH 320.
 - *Not a sentence:* Meets the CSU American Institutions Requirement.
Sentence: Successful completion of this course meets the CSU American Institutions.

6. Use the present tense.

- *Future tense*: This course will cover sources and ways of raising capital for small businesses.
Present tense, better: This course covers sources and ways of raising capital for small businesses.
- *Future tense*: Emphasis will be placed on criminal justice terminology.
Present tense, better: Emphasis is placed on criminal justice terminology.
Present tense, alternative: Correct use of criminal justice terminology is emphasized.
- *Future tense*: Special attention will be given to managerial uses of cost accounting.
Present tense, better: Special attention is given to managerial uses of cost accounting.
- *Future tense*: The course will include a study of the various California and Federal laws pertaining to the computation of earnings and withholdings.
Present tense, Better: This course covers sources and ways of raising capital for small businesses.

7. Avoid repetitive phrasing.

- *Repetitive*: This course is an introduction to the basic concepts of lighting for stage, film, and television. This course covers the planning of lighting from the basics of electricity, equipment and control, to the design elements of color, space, scenery and movement to produce a lighting design. The course is designed for Theatre Arts majors.
Better: This course introduces the basic concepts of lighting for stage, film, and television. Topics include the planning of lighting from the basics of electricity, equipment and control, to the design elements of color, space, scenery, and movement to produce a lighting design. It is designed for Theatre Arts majors.

8. Spell out acronyms and abbreviations the first time they are used in the description.

- Topics include the WWW, email, chat, news groups, mailing lists, telnet, and FTP.
Better: Topics include the World Wide Web (WWW), email, chat, news groups, mailing lists, telnet, and File Transfer Protocol (FTP).

9. Avoid first or second person narrative styles. That is, don't write catalog descriptions as a joint activity between the professor and the student, or as a set of directions to students.

- *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.
- *Directed student activity*: In this course, students will explore the foundations of geology. Students 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.

10. 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. The catalog lists course descriptions; Socrates contains all course outlines; but students purchase a class schedule each semester or look on the web for a current list of classes.
- *Avoid:* The class uses a hands-on problem solving approach that emphasizes Internet and other electronic sources.
Better: A hands-on problem solving approach to emphasize Internet and other electronic sources is used in this course.
 - *Avoid:* This swimming class utilizes an “overload” workout approach for improving aerobic fitness through lap swimming.
Better: An “overload” workout approach for improving aerobic fitness through lap swimming is used in this course.
 - **HOWEVER**, the following usage of class is correct: Class sessions consist of warm ups, center dances, and cultural vocabulary.

Student Learning Outcomes

1. Learning outcomes complete the following prompt, “Upon completion of this course, the student will be able to”. Each bullet should begin with a lowercase letter and end with a period.
2. As a Rule of Thumb, the number of Student Learning outcomes should be about two to five. Usually, ten would be too many. However, not all courses will fit this Rule of Thumb.
2. When writing the Student Learning Outcomes they should align with the Course Description as well as the Course Topics.
3. Learning outcomes should be measurable or demonstrable. The SCC Curriculum Committee, and virtually every curriculum committee in the state, requires Bloom’s Taxonomy verbs to ensure that learning outcomes are both measurable and involve critical thinking. For transfer-level courses (numbered 300 or higher), the majority of course outcomes should begin with verbs from the Evaluation, Synthesis, and Analysis areas of the chart below:

TABLE 1. Bloom's Taxonomy Verbs (extension of Bloom et al., 1956)

Level Verbs

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

Use verbs (or equivalent synonyms) from Bloom's Taxonomy.

- *Not measurable or demonstrable*: understand the concept of "Netiquette" and communication in an online course.
Better, measurable: explain the concept of "Netiquette" and communication in an online course.
- *Not measurable or demonstrable*: appreciate the intricacy and functional interrelationships which exist between the various body systems.
Better, measurable: summarize the functional interrelationships that exist between the various body systems.
- *Not clear what the student is being asked to do*: master the instructions for plant installation and care.
Better, using Bloom's Taxonomy verb: demonstrate an understanding of plant installation and care techniques.

Be specific about what students should be able to do at the completion of the course.

- *Too general*: demonstrate mastery of the skills studied .
Better, specific to a particular course: compose and deliver extemporaneous public presentations on socially significant and intellectually challenging topics .
- *Too general*: organize workflow.
Better, specific to a particular course: organize dress-making into a specific task and allot a sufficient amount of time to each task.

Be concise.

- *Wordy, not measurable*: become optimizers; profit-maximizers as an entrepreneur or utility-maximizers as consumers. This will involve formulating models with application to real-world situations.

Better, concise: simulate realistic profit-maximizing behaviors as an entrepreneur or utility-maximizing behaviors as a consumer.

Maintain a neutral viewpoint. Avoid the perception of political or ideological bias.

- *A particular world view:* show how economic entities, from an individual to the world markets, can be made better off through trade.
Better, neutral viewpoint: analyze the impact of trade on various economic entities, from individuals to world markets.
- *A particular world view:* develop an awareness and appreciation for biodiversity and how resource decisions are made.
Better, neutral viewpoint: evaluate the impact of human societies on biodiversity and ecosystem function.

Course Topics

1. 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.
2. Make sure that the Course Topics are aligned with the Student Learning Outcomes and the Course Description.
3. Describe the topics rather than simply listing a subject or title. For example, rather than listing “Shakespeare” as a topic by itself in a literature course, describe the specific ways that this will be covered. Or, 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.)
4. If a course consists of both lecture and lab hours, the lecture hours and the lab hours must EACH be described clearly. This is especially important for courses in the sciences. The UCs want to see the topics/experiments/exercises covered in the lab specified separately from topics covered in lecture.
5. Review and exam/assessment time should be included in this section as well. This helps clarify the amount of time that is typically spent on review and exams/assessments.
6. If field trips use class time, then these should be included here as well.

Instruction Methods

1. The Instruction Methods section describes the learning activities that professors use to help students accomplish the learning outcomes for the course. Although the set of instruction methods is representative, please include enough description and detailed examples that an outside reader would get a sense of the course’s level of rigor. Avoid simple laundry lists.

2. If the course is to be taught via a distance education modality, please describe the type of instruction methods and learning activities that will be used to accomplish the course's student learning outcomes with that modality. You can simply copy and paste from the In-Person modality, then modify as necessary.

Homework Assignments

1. Try to provide an example of a student assignment to be completed outside of the classroom. There should be a clear connection between these assignments and the course objectives. All courses are required to have students demonstrate critical reasoning, either through essay writing or problem solving exercises. Assignments that demonstrate this should be described either here or in the Instruction Methods section.
2. For each distance education modality listed, provide a similar example of student assignments to be completed outside of the virtual "classroom." It is important to distinguish these assignments from those that are in lieu of in-class assignments.
3. 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.

Evaluation and Assessment Methods

1. 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. Try to be inclusive of multiple pedagogies. Be descriptive. Evaluation methods should be able to assess the course's student learning outcomes.
 - *Terse, not very descriptive, but OK:* Portfolio, midterm, and final exam
Better; 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
 - *Not a product that can be evaluated:* Gallery visit
Better: Written report describing the gallery visit and field trip
 - *Not a product that can be evaluated:* Daily fitness activities
Better: Notebook containing activity logs and fitness progress charts
 - *Not a product that can be evaluated:* Internet research
Better: Oral presentation of Internet research findings on a major current events topic
 - *Too general:* Creative projects
Better: Painting projects selected from self-portraiture, nature study, or classical works

2. Additional strong examples:

- Written museum and gallery reports, in-class essays during mid-term and final exams, slide identification of works (who, what, where, when), term paper on artist/ art works/style of choice, class participation
- Individual and group discussion (critiques) of student's work, with emphasis on form and content, materials, techniques and composition may be evaluated. Approximately 10 finished plates are required. Completion of sketchbook of ink drawings, black and white sketches, etc. may also be required.

3. Use “participation” instead of “attendance”.

Textbooks

1. 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.
2. Author field: Invert authors' names with the last name listed first, followed by initial(s).
 - *Last name only*: Spetch
Better: Spetch, M. L.
 - *Last names only*: Spetch and Wilkie
Better: Spetch, M. L., and Wilkie, D. M.
 - *Full Name; not inverted*: Marvin Lee Spetch
Better: Spetch, M. L.
 - *Last names only; nonstandard separator*: Horowitz/French/Wallis/Post
Better: Horowitz, M., French, K., Wallis, R. T., and Post, V.
3. 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.
 - *Last names only/incorrectly spelled Latin phrase*: Horowitz et. al.
Better: Horowitz, M., et al.
Even Better: Horowitz, M., French, K., Wallis, R. T., and Post, V.
4. For edited books, write (Ed.) or (Eds.) after the last author's name.
 - One editor: Brooks, Z. (Ed.)

- Two editors: Rogers, M., and Whitaker, L. (Eds.)
5. Publisher: Enter the name of the company that published the book.
6. 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.
- *Incorrect:* Albany
Correct, state no longer missing: Albany, NY
 - *Incorrect:* Albany, New York
Correct, using two-letter postal abbreviation: Albany, NY
 - *Incorrect:* Evanston, Ill.
Correct, using two-letter postal abbreviation: Evanston, IL
 - *Incorrect:* San Francisco, CA.
Correct, major cities stand alone: San Francisco
7. Year field: Give the four-digit year that the textbook was copyrighted or published. Only enter numbers for the year. Don't use terms like Current or 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.

In each of the examples below, assume that the current year is 2015.

- *Year abbreviation:* '15
Better: 2015.
 - *Word instead of number:* Current
Better: 2015
 - *Older textbook, 3rd edition:* 2004
Better, most current (7th) edition within the last five years: 2014
 - *Older classic book, not updated since:* 2004
No change, it's a classic and there hasn't been any update: 2004
8. Locally-developed materials: It is not unusual for departments or individual professors to create instructional materials for a particular course. Past practice was to write something like "Instructor-generated materials" for the title. With SOCRATES and its automatic formatting, the committee prefers that the professors who created the materials be listed as authors, the materials be given a descriptive title, and the most recent date of revision be noted as the date.
- *Past practice:* Instructor-generated materials.
Better: 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.

- *Past practice:* Instructor-assembled handouts.
Better: 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

The developer may request the specific course to transfer to: UC or CSU, and/or request placement in the General Education patterns for UC and CSU, as well as requesting placement in the various SCC graduation requirement categories. Also, this is 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 only be filled out for “new to district” and “new to college” courses. 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/media materials needs to support offering this course.

For Degrees and Certificates/Instructional Programs

Program Description

1. All degree and certificate outlines should contain a short factual description of the program. The program description provides a brief overview of the degree or certificate. Try to describe the program in a few sentences. Assume that the reader of the program description is an intelligent student who is unfamiliar with your discipline or who has only a cursory knowledge of your discipline. Do not assume that the reader is familiar with the specialized vocabulary of your discipline. Here are a few strong examples of clear and concise program descriptions:
 - **Carpenters Apprenticeship:** The apprenticeship in carpentry program is a four-year construction trade program. Carpenters typically build commercial, light commercial, and residential structures from foundation to roof, including concrete and wooden foundations, framing, exterior finishes, flooring, roofing, doors, windows, and skylighting.
 - **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.

- Microcomputer Applications (A.S. Degree): The associate degree program in microcomputer applications centers around the use of the microcomputer and current software to solve problems in the business environment. Course work includes microcomputer applications in accounting, database, desktop publishing, electronic spreadsheets, graphics, operating systems, telecommunications, word processing, and at least one programming language.
2. Focus on the content of the degree or certificate, not the methods of instruction or evaluation; however; if the purpose of the degree or certificate is some external certification or permit, it should be included in the program description.
 - Specific methods of instruction should not be included in the program description: **AVOID SENTENCES LIKE:** The majority of courses are taught in seminar format.
 - Specific methods of evaluation should not be included in the program description: **AVOID SENTENCES LIKE:** All courses in the certificate require either a final paper or a final project.
 - **HOWEVER**, descriptions of licenses, certifications, and permits related to completion of the program are both useful and recommended: **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.
RECOMMEND SENTENCES LIKE: The coursework includes all the objectives of the CompTIA A+ certification exam.
 3. 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.
 - *Avoid marketing and sales pitches:* Real estate sales are red hot in California. Real estate brokers make thousands of dollars per sale. Cash in on this sizzling trend by enrolling in our real estate degree program.
Better: Real estate fundamentals in appraisal, finance, and business practices are presented with an emphasis on developing effective sales and brokerage skills in a variety of market conditions.
 - *Avoid marketing and sales pitches:* A part of the Art History degree experience, you will enjoy exciting field trips to galleries and museums.
Better: Field trips to galleries and museums, especially to those that showcase emerging local talent, are an integral part of the Art History degree.
 4. Use complete sentences.
 - *Not a sentence:* Fundamentals. Basic welds.Safety procedures
Sentence: The fundamentals of basic welds are covered in the first year of the program, with a particular emphasis on personal and team safety procedures.

5. Use the present tense.

- *Future tense*: This program will cover sources and ways of raising capital for small businesses.
Present tense, better: This program covers sources and ways of raising capital for small businesses.
- *Future tense*: Emphasis will be placed on criminal justice terminology.
Present tense, better: Emphasis is placed on criminal justice terminology.
Present tense, alternative: Correct use of criminal justice terminology is emphasized.
- *Future tense*: Special attention will be given to managerial uses of cost accounting.
Present tense, better: Special attention is given to managerial uses of cost accounting.
- *Future tense*: The program will include a study of the various California and Federal laws pertaining to the computation of earnings and withholdings.
Present tense, better: This program covers sources and ways of raising capital for small businesses.

6. Avoid repetitive phrasing.

- *Repetitive*: This certificate introduces the basic concepts of lighting for stage, film, and television. The certificate covers the planning of lighting from the basics of electricity, equipment and control, to the design elements of color, space, scenery and movement to produce a lighting design. The certificate is designed for Theatre Arts majors.
Better: This certificate introduces the basic concepts of lighting for stage, film, and television. Topics include the planning of lighting from the basics of electricity, equipment and control, to the design elements of color, space, scenery and movement to produce a lighting design. Spell out acronyms and abbreviations the first time they are used in the description.
- *Unidentified acronyms*: Topics include the WWW, email, chat, news groups, mailing lists, telnet, and FTP.
Better: Topics include the World Wide Web (WWW), email, chat, news groups, mailing lists, telnet, and File Transfer Protocol (FTP).

7. Avoid first or second person narrative styles. That is, don't write program descriptions as a joint activity between the professor and the student, or as a set of directions to students.

- *First person*: In this certificate, 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 degree. Topics include the prominent geologic features of California.
- *Second person*: In this certificate, 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 certificate. Topics include the prominent geologic features of California.
- *Directed student activity*: In this certificate, students will explore the foundations of geology. Students will also study the prominent geologic features of California.

Better: Foundations of geology are explored in this certificate. Topics include the prominent geologic features of California.

Program Learning Outcomes (ProLOs)

1. As per accreditation standards, each degree or certificate must have a set of observable student learning outcomes. Program learning outcomes (ProLOs) for students are collectively decided upon by program faculty. 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.
2. Here are some guidelines for developing and writing Program Learning Outcomes.
 - 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, please 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. Please make sure 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 blueprint for the connection between course-level student learning outcomes and program-level learning outcomes. The accomplishment of student learning outcomes in required courses should contribute the accomplishment of the broader student learning outcomes for the degree or certificate. The Curriculum Committee Faculty Chair will provide each program developer with a ProLO Matrix template at the time that Technical Review edits are sent.

Program Course List

1. The list of course requirements for a degree or certificate is the core of all programs. The following guidelines were developed for use in SOCRATES. If it is necessary to modify the course list, please keep these guidelines in mind.
2. Program Course List Style Guidelines:

The purpose of these guidelines is to create a consistent presentation of course outlines that

- a. help reduce visual "clutter," thereby making the requirements more easy to understand, and
- b. make it easier for readers to find specific courses.

These are general rules of thumb that should be used in the vast majority of cases. On rare occasions, following them may make the requirements more difficult to understand. In those cases, they should be ignored. The ultimate goal is clarity and simplicity both in content and visual presentation.

3. Order courses alphabetically by subject designator (prefix), and numerically within a subject. This should be done with the main course list and with each restricted elective list (a list of courses that begins with A minimum of x units from the following.)
4. 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.

Management degree example “MGMT 304 or ACCT 101 or ACCT 104”:

MGMT 304 is listed before the two ACCT courses. This is because this is a management degree where the core content focuses more on management than accounting. If this were an accounting degree, the order would change, with the ACCT courses listed first and the MGMT course last. (See management degree example below.)

Management degree example “BUS 110 or ECON 302”:

Even though the two courses are equally related to the core content of the management degree, there are more BUS courses on the main list than there are ECON courses. Thus, BUS 110 is listed before ECON 302 in the “or” statement. (See management degree example below.)

5. When creating a complex cluster (a course entry that connects at least three courses together with a combination of “and’s” and “or’s”), make the structure as simple as possible where the statement begins with the least number of brackets possible. You should keep the list as short as is possible, preferably with no more than five courses. (Much more than that and it will be extremely difficult to understand.) Do not be concerned with the alphabetical order within the cluster; simplicity of structure overrides all other considerations. Once the cluster is completed, use the first course listed in the cluster to alphabetically place the cluster in the course list. (See the complex and/or cluster in the management degree example below.)
6. 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.)
7. If you attempt to create an “or” list or an “and” list, but one of the courses does not exist, leaving you with only one course, you should delete that course and re-enter it with the individual course(s) entry selection.
8. When entering a variable unit course where 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.

Note: 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.

9. When creating lists of restricted electives, place the lists at the bottom of the entire course list.
10. 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.
11. 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.
12. 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.
13. 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.
14. Only use footnotes if no other simple option is available.

Additional Information

1. System Office Web site: <http://www.cccco.edu/>
2. Accrediting Commission for Community and Junior Colleges: <http://www.accjc.org/>
3. Academic Senate for California Community Colleges: <http://www.asccc.org/>
4. SCC SOCRATES Handbook: being edited and formatted as of May 2009.

References

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Alan Keys
Jane Woo
Patricia Harris-Jenkinson
Marilyn Keefe Perry
Rob Knable
Maureen Dana
Jessica Coppola
Lonnie Larson
Renee Medina
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