College of San Mateo
Curriculum Committee Handbook

Approved December 5th, 2024

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Section I- Introduction

Vision

The Curriculum Committee of the College of San Mateo evaluates new and existing courses, programs, and instructional procedures from a critical perspective, accounting for the needs of students, faculty, the disciplines, the workforce, and the broader community. The regular review of curriculum and processes is valuable to ensure we are presenting relevant, current and impactful **collegiate** courses and programs to help our students achieve their educational goals.

Moreover, following the recommendations in this document allows us to deliver on our promises to our students, from our college (Institutional Learning Objectives) to our programs (Program Learning Objectives) to our courses (Student Learning Outcomes). Specifically, the curriculum process helps us align and deliver, across all our course and program offerings, on the overarching skills, knowledge, and attitudes we aim to instill in our students throughout their educational experience at CSM.

The committee grounds decisions in a student-centered, equity-based, decolonizing and antiracist approach. The committee is an inclusive space, where members of the college community from diverse backgrounds, disciplines, expertise, pedagogies, and positionalities engage in productive dialogue, reflective practice, and professional development with the goal of advancing curriculum design and instructional practices at the College of San Mateo.

Our Shared Commitment: Aligning College, Program, and Course Objectives for Student Success

The College of San Mateo adopted new [Institutional Learning Outcomes](#) (ILOs) on February 27, 2024. These ILOs are expected to change in subsequent semesters, but it's crucial to align our curriculum with the current ILOs while preparing for future updates (e.g., adding media literacy).

Our current ILOs are:

1. Independent Learning and Development
2. Effective Communication
3. Quantitative Reasoning
4. Critical Thinking
5. Social Awareness and Diversity
6. Ethical Responsibility/Community Engagement

When developing or revising courses and programs, faculty should consider how to align their curriculum with these ILOs. This alignment can be achieved by:

1. Ensuring course objectives and student learning outcomes reflect relevant ILOs.

2. Designing activities and assignments that develop ILO-related skills.
3. Incorporating assessment methods that measure student achievement of ILOs.

Key considerations in this process include integrating diverse perspectives, addressing ethical considerations, promoting both academic and personal growth, exploring interdisciplinary connections, and ensuring career readiness in relevant programs.

Regular assessment and updating the curricula are essential to maintaining alignment with the ILOs. Faculty are encouraged to participate in upcoming workshops on new assessment methods and rubrics designed to support this alignment process.

By consciously linking our curricula to these ILOs, we ensure that our courses and programs contribute to the broader educational goals of CSM, creating a cohesive learning experience for students across all departments and programs.

Aligning courses and programs with Institutional Learning Outcomes (ILOs) is integral to the curriculum review and accreditation cycles. During reviews, course authors and Curriculum Committee members should consider how proposed curricula support ILOs. This ongoing process ensures our offerings remain current, relevant, and aligned with institutional goals. Remember to revisit and refine ILO alignment in each review cycle to maintain educational quality and effectiveness.

Committee Charge

The College of San Mateo Curriculum Committee shall report and recommend to the College of San Mateo Academic Senate and advise the Vice President, Instruction (VPI) concerning curriculum, instructional courses and programs, and instructional procedures, including program review. The Curriculum Committee provides for two student representatives with voting privileges. In addition, the Curriculum Committee may establish committees as needed on other instructional matters, as it deems necessary. All responsibilities of the Curriculum Committee shall be carried out in accordance with applicable State laws.

One of our charges is that the programs and classes offered are appropriate for the mission of our college, that there is a need for the program or course, that courses do not cause harmful competition with an existing program at another college, and that the college has the adequate resources to support a new program or course. Lastly, the Curriculum Committee ensures compliance to statutes and laws, including Title 5 and California Education Code.

Duties and Responsibilities

The Curriculum Committee regularly reviews the college curriculum, informs faculty of committee decisions, and oversees adherence to curricular aspects of the Education Code. The

Curriculum Committee also considers proposals for new courses and programs and considers for recommendation all deletions, classifications, and changes in courses and programs.

Meetings

Meets the **2nd and 4th Thursdays of the month from 2:15 p.m. – 4:00 p.m**. Location is indicated on the agenda, which is posted online 72 hours in advance. The Curriculum Committee is a Brown Act committee, meaning that all meetings must be conducted in person and voting members must be present. Past meeting agendas and minutes are available online.

Membership

The Curriculum Committee shall consist of **representatives from the faculty and a committee chair**. Each instructional division, including Counseling and Academic Support & Learning Technologies, shall elect two representatives to the committee. Library faculty shall elect one at-large representative. The Distance Education Advisory Committee (DEAC) shall elect one Instructional Designer as an at-large voting representative. If the library faculty or instructional designer belong to an academic division, either or both may serve as the representative for their respective division (for a maximum of three representative total from that division). In addition, the committee elects a chair from among its current or recent members. The chair will serve a 2-year term and will report monthly to the Academic Senate. In addition, the committee will have non-voting members who serve as consultants to the committee. Any rearrangement of divisions will automatically trigger a review of the committee membership.

Voting Members	Non-Voting Members (Administrative, Classified, and Faculty Consultants)
2 members from Business/Technology Division	Curriculum & Instructional Systems Specialist (Instruction Office)
2 members from Counseling Division	Instructional Support Assistant (Instruction Office)
2 members from Creative Arts & Social Science Division	Vice President of Instruction
2 members from Language Arts Division	Registrar
2 members from Math/Science Division	Articulation Officer
2 members from Kinesiology/Athletics/Dance Division	Student Learning Outcomes and Assessment Coordinator (SLOAC)
2 members from Academic Support &	Distance Education Coordinator

Learning Technologies Division (one of which must be a Faculty Librarian)	
1 Instructional Designer	
2 ASCSM student representatives	
Chair	

Roles and Responsibilities of Committee Members

Role	Duties	Technical Review Committee member
Articulation Officer	The articulation officer ensures that courses, when applicable, meet the articulation expectations of our transfer partners and of the Cal-GETC standards. The articulation officer is responsible for submitting courses for UC Transfer Course Agreements (TCA) and Cal-GETC.	Yes
Chair	The Curriculum Chair is the Curriculum Committee's official representative within the college and district shared governance structures. *Ex officio* appointments include the Academic Senate, the Institutional Planning Committee, the Distance Education Advisory Committee, and the SMCCCD Curriculum Committee. The chair is also responsible for creating meeting agendas - in collaboration with the curriculum team - for facilitating curriculum meetings, and for curriculum policy creation and enforcement.	Yes

Curriculum and Instructional Systems specialist	The Curriculum and Instructional Systems specialists are part of the VPI's team and assist with backend operations, record-keeping, and CCCCO submissions.	Yes
Distance Education Coordinator	The DE Coordinator reviews and provides recommendations for the DE addenda component of all fully or partially online courses going through the curriculum review cycle. The DE Coordinator works with the Chair to revise the DE Addendum form (as needed).	Yes
Division committee members	Division representatives are responsible for: 1) assisting division colleagues in developing new courses and revising existing courses; 2) reviewing all agendized courses and submitting commendations and recommendations via Curricunet; 3) and engaging in the decision-making process of the curriculum committee vis-à-vis its charge.	Yes
Division Deans	Division deans are responsible for reviewing course outlines submitted by their division's faculty as part of the technical review process.	Yes
Instructional Designer	The ID participates in the technical and curriculum review cycles. The ID advocates for pedagogical alignment among all sections of a course/program, and provides concrete recommendations from a student-centered and equity-minded lens.	Yes
Faculty Librarian	The faculty librarian reviews new courses to evaluate and document existing library and learning resources to make sure current resources are adequate, and works with faculty to	Yes

	identify additional resources needed in order to support the course.	
Registrar	The registrar is part of the tech review committee and a non-voting advisory member. They assist with backend operations and with determining how policies impact students.	Yes
Student Learning Outcomes and Assessment Coordinator	As needed, the Student Learning Outcomes and Assessment Coordinator (SLOAC) consults, reviews, and provides recommendations on consistency and quality of SLOs across the curriculum. This includes a review to ensure SLOs are measurable and aligned with Program Learning Outcomes and Institutional Learning Outcomes.	Yes

For a longer overview of the roles of chair, articulation officer, curriculum specialist, consult ASCCC publication [Ensuring Effective Curriculum Approval Processes: A Guide for Local Senates (2016)](#).

Technical Review Committee

Once a Course Outline of Record (COR) is submitted via Curricunet, it enters the technical review process before it can be discussed by Curriculum Committee at large. The technical review process includes the following members: the division dean; the division curriculum committee representatives; the curriculum specialist; the college articulation officer; an instructional designer; a faculty librarian; the Student Learning Outcomes and Assessment Coordinator (SLOAC); and the curriculum chair, or designee. The technical review committee is responsible for ensuring that courses meet legal and statutory requirements (e.g. Title 5, Ed Code, accreditation standards, etc.), that they align with Program Learning Outcomes (PLOs), Institutional Learning Outcomes (ILOs), articulation standards, and that they incorporate effective teaching and learning practices.

Section II- Committee Procedures

Submitting a Curricular Item

- Faculty author(s) in the discipline draft new or revise existing courses using the CurricUNET document management system to produce a proposal for a new course outline of record (COR).
- Proposed CORs are reviewed by the dean of the division. For new courses and programs, a consultation with the division dean, the curriculum chair, and the Vice President of Instruction may be required to ensure that the college has the resources to support the new course and/or program.
- Technical Review Committee reads, comments and suggests changes; improvements for standardization; does SLO review to ensure alignment with PLOs and ILOs; reviews existing library and learning resources; and checks for adherence to State, district or local practices, regulations or laws. The course may be sent back to the original authors to address any of these issues.
- When all edits have been made, the course can be placed on the next meeting agenda for the Curriculum Committee.
- The full Curriculum committee sees the CORs or programs after they have been moved to the agenda. The full committee also reads, comments and suggests changes. The committee votes to approve or deny curricular items.
- Faculty authors are expected to attend the meeting where their curricular item is being presented and voted on. If the item is on the substantive agenda, attendance is required or the issue will be postponed. Most COR and program items on the consent agenda may not require the attendance of the author; however, the Chair may require it for specific circumstances.
- The committee will only review/vote on CORs or programs if the faculty author or their designee is in attendance.
- New and revised courses can be considered for General Education areas. The committee makes the final determination for placing courses in a GE area.

Agenda

Agendas are posted on the Curriculum Committee website 72 hours in advance of the meeting. Agendas must be approved by a majority of members in attendance, and committee action can only be taken when a quorum of nine (9) members are present.

- *Substantive Agenda*: items on the substantive agenda are to be discussed by the committee and voted on individually.
- *Consent Agenda*: items that do not warrant committee discussion, as determined by the chair, are included on the consent agenda and all items on the consent agenda are approved by a single vote. Members of the curriculum committee can request that items be moved from the consent agenda to the substantive agenda if they deem that an item needs further discussion. No vote is necessary to move an item to the substantive agenda.

Transfer Information

Transferability to a CSU

Any baccalaureate level course may be recommended for transfer to a CSU. If the course which you are developing is recommended for CSU transfer, it is only necessary that you indicate this in the transfer area of the course proposal.

Transferability to UC

Although the College of San Mateo Curriculum Committee approves courses as CSU transferable, for a course to be UC transferable it must go through the UC approval process (the UC Transfer Course Agreement process or UC TCA). Every JUNE the Articulation Officer submits new or modified courses for UC approval. Results from that submission are usually available in early August and are UC transferable beginning the following fall semester.

If you are writing a course for which you want to secure UC transferability it is advisable to meet with the Articulation Officer while developing the course and prior to submission to the curriculum committee to make sure UC transferability guidelines are met.

CSU General Education-Breadth Requirements (CSU GE) and Intersegmental General Education Transfer Curriculum (IGETC)

CSU GE and IGETC general education pathways are retired beginning FALL 2025. They are replaced by a singular general education pathway for California Community College students to fulfill lower-division general education requirements necessary for transfer to both the California State University (CSU) and the University of California (UC) systems. **See Cal-GETC information below.**

California General Education Transfer Curriculum (Cal-GETC)

Beginning Fall 2025 the Cal-GETC is the singular general education pathway as noted above. All courses submitted for Cal-GETC must first be approved as UC transferable (see UC

Transferability and time line above). Once the course is approved as UC transferable it can be included in the annual Cal-GETC submittal in December.

It is likely that full general education articulation will take 2 years to achieve. **See example below:**

1. Step 1 - COURSE XXX approved by the College of San Mateo Curriculum Committee in September 2024 and the faculty member would like the course to appear on the Cal-GETC pattern.
2. Step 2 – COURSE XXX is submitted in JUNE 2025 for UC transferability. The course is approved and is UC transferable beginning Fall 2025.
3. Step 3 – COURSE XXX is submitted in DECEMBER 2025 for Cal-GETC approval. The course is approved and is part of Cal-GETC beginning Fall 2026.

Articulation *is not* retroactive. For the course to be applied to Cal-GETC it must first be approved for IGETC. **See example below:**

- COURSE ZZZ is approved for Cal-GETC beginning Fall 2025. A student takes this course is SUMMER 2025. Because the course IS NOT approved for Cal-GETC at the time the student completed it, it is not applied to meet Cal-GETC requirements.

C-ID

C-ID is a joint effort by the CSU and CCC to streamline articulation between the two systems. Course Descriptors are created and updated by Faculty Discipline Review Groups (FDRG), which consist of intersegmental discipline faculty. Courses are reviewed every five (5) years. C-ID designations have implications for both articulation and Associate Degree for Transfer (ADT) requirements.

Transfer Information Resources
- Assist.org
- CSU Systemwide Executive Order No. 595 (11.20.92)
- CSU GE-Breadth requirements
- UC Transferability Guidelines and Information
- CSU Baccalaureate Course guidelines
- Cal-GETC Standards 1.2
- College of San Mateo Articulation Officer

General Education Handbook

The General Education Handbook describes the general education requirements for the College of San Mateo associate degree. Course outline authors can request that a course be placed in a specific area. However, the Curriculum Committee makes the final determination. Decisions about GE placement are based on information in the CSM General Education Handbook.

Course Discipline Assignment

College of San Mateo uses the discipline list as outlined in [Minimum Qualifications for Faculty and Administrators in California Community Colleges](). Currently, most courses at CSM are assigned to one discipline. However, when appropriate, more than one discipline may be assigned. If more than one discipline is assigned, the documentation concerning disciplines is added as an attached file in the active CurricUNET record.

Section III- Writing or Revising a Course Outline of Record (COR)

Workflow

1. Faculty author(s) accesses CurricUNET to create a new course or revise existing courses.
2. When the authors finish writing or editing the course, the course is submitted through the system to the division dean. The division dean may suggest changes, edits, or corrections.
3. The dean's approval moves the course through CurricUNET to be reviewed by the Curriculum Tech Review Committee. For new courses and programs, a consultation with the division dean, the curriculum chair, and the Vice President of Instruction may be required to ensure that the college has the resources to support the new course and/or program.
4. Tech Review reads, comments, and suggests changes and improvements for standardization; does SLO review to ensure alignment with PLOs and ILOs; reviews existing library and learning resources; and checks for adherence to state, district, or local practices, regulations, or laws. The course may be sent back to the original authors to address any of these issues.
5. When all edits have been made, the course can be placed on the next agenda for the Curriculum Committee.
6. All participants—authors, Curriculum Committee representatives, deans, and committee members—use CurricUNET to make comments and will receive emails from CurricUNET of needed actions. All comments are visible to anyone using CurricUNET.

Login Instructions

1. Go to CurricUNET
2. In the left margin, type your username. Your username is the first part of your district email address before the @. For example, for the email address "smithers@smccd.edu," the user name is "smithers."
3. Type your password: "changeme" (one word, if you have NOT yet changed it).
   NOTE: You should immediately change your password the first time you use CurricUNET. If you haven't already done so, change your password. Under Prefs, click on Personal Info. Type your new password in the two fields where it is requested, and click on OK. Then return to the CurricUNET home page by clicking on the Home icon in the left margin.
4. Under "College," select "College of San Mateo."
5. Click on the login button found below the college selection area.

New Courses

- **Experimental Course**s are a type of new course. They can only be offered for 3 semesters after which it will be banked. Experimental courses can be converted to a permanent course at any time during that period. Experimental courses are non-transferable and cannot be added to the CSM GE requirements or Cal-GETC.
- **Course Numbers** -new and experimental Courses need course numbers – email the College's curriculum specialist in the Instruction Office concerning course number availability. Check to see if the exact course or similar course is already offered by CSM or SKY or CAN. If the course is already offered at SKY or CAN, we will use the same course number.
- **Distance Education** – new courses are not automatically eligible to be taught in the distance education mode. Additional distance education information is required. Fill out the Distance Ed and DE Contact area of the checklist.
- **Transfer and GE** - Consider and consult with your colleagues concerning the inclusion of the course in a program or certificate or as part of the CSM General Education pattern. Also consider the effect of changes on certificates and programs within and outside of the discipline. If this course needs articulation consult with the Articulation Officer during or before the drafting of the course to be knowledgeable about articulation guidelines and timelines. See Section II of this document for Transfer information.

Start a New or Experimental course proposal:

1. After logging in, your menu items should have the headings 'Prefs' 'Build' 'Track' 'Links' 'Search'.
2. Choose Courses under the Build header
3. You now have menu item "Create course". For proposal type choose "College of San Mateo – CSM New Course".
4. Use the 'Course Checklist' on the right side menu to select an area to edit

Revising or Updating Existing Courses

- **Similar or Equivalent courses** -Re-check to see if exact course or similar course is currently offered by CSM or SKY or CAN. This may have changed since the last revision.
- **Transfer and GE** - Consider and consult with your colleagues concerning the inclusion of the course in a program or certificate or as part of the CSM General Education pattern. Also consider the effect of changes on certificates and programs within and outside of the discipline. See Section II of this document for Transfer information.
- **Distance Education** – existing courses can be revised to be eligible to be taught in the distance education mode. Additional distance education information is required. Fill out the Distance Ed and DE Contact area of the checklist. The full outline will be reviewed at the same time as the additional distance information.

Start a Revised Course proposal for Existing Course:

1. After logging in, your menu items should have the headings 'Prefs' 'Build' 'Track' 'Links' 'Search'.
2. Choose Courses under the Build header
3. You now have menu item "Revise course". For proposal type choose "College of San Mateo – CSM Modified Course Proposal.
4. Use the 'Course Checklist' on the right side menu to select an area to edit

Course Number, Title, and Prefix

To choose the appropriate course number, consult the [Curriculum Specialist](#). The Curriculum Specialist assigns course numbers after consultation with their counterparts at the District's other campuses, the Vice President of Instruction, the course's Division Dean, and discipline faculty. Some numbers are held in reserve for future courses in sequences, while others may already be in use for existing courses not currently listed in the College Catalog (i.e. banked or deleted courses).

Course titles should succinctly reflect what will be taught in the course. If a course is being copied from another course in the district, the new course title, and course number, should be identical.

The four (4) letter prefix assigned to a course should be chosen to reflect the department or discipline where the topic best fits. This choice could be based on standard choices at other community colleges or four-year universities or could be based on the internal needs of a local program. This prefix does not automatically determine who can teach the class. That determination is based on a discipline assignment. Nevertheless, prefixes should and are discussed in the Curriculum Committee.

Discipline Assignment

Every course must be assigned to at least one discipline based on the minimum qualifications required to teach the course. The document *Minimum Qualifications for Faculty and Administrators in California Community Colleges* contains a list of disciplines and the qualifications required for each discipline.
Some important things to consider when choosing a discipline:

1. The discipline should not be chosen because of a specific person who plans to teach the course. It should be chosen as a general qualification for anyone who could teach the course.
2. The discipline chosen is the minimum professional and academic requirements to teach the course as described in the *Minimum Qualifications for Faculty and Administrators in California Community Colleges* . Often, more specialized requirements or content

knowledge are actually needed to teach the course properly. These are determined during the course scheduling and assignment process.

3. It is fairly common to assign two or more disciplines to a course as an "or" statement. It is less common to assign two or more disciplines as an "and" statement. In other words, an "AND" statement will require the assigned instructor to possess at least both disciplines while an "OR" statement will require an instructor to possess one or the other.

Instructional Categories

Courses offered at colleges in the SMCCCD fall into two instructional categories: ***lecture* and *laboratory***. Outside-of-class hours include homework but can also be offered as To Be Arranged (TBA) hours, which are predetermined meeting times and places that are directly supervised by a qualified instructor, count toward the total student learning hours for the course, provide instruction that is not homework, and provides content that must be different than the content listed in the lecture and lab sections of the COR. The work completed for TBA must be evaluated.

The ratio of in-class to outside-of-class hours per unit of credit for each of these instructional categories is as follows:

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

Units and Hours

San Mateo County Community College District Hours/Units Language

(Approved by the SMCCD District Curriculum Committee May 2016)

The Colleges of the San Mateo County Community College District (SMCCCD) have aligned their practice regarding credit hour calculations in accordance with the California Community Colleges Chancellor's Office Hours and Units Calculations document (October 2015).

Credit Hour Calculations

Colleges within the San Mateo County Community College District (SMCCCD) follow the standards for credit hour calculations outlined in Title 5 §55002.5, 55002(a)(2)(B), and 55002(b)(2)(B) and guidelines set forth by the California Community Colleges Chancellor's Office (CCCCO) for courses not classified as cooperative work experience.

As outlined by the CCCCO in its Hours and Units Calculations Memo (October 2015), the total of all student learning hours for a course (in-class lecture, lab, activity, clinical, TBA + outside-of-class hours) is divided by the hours-per-unit divisor to give the units of credit for a course:

For colleges in the SMCCCD, the hours-per-unit divisor used in this calculation is 48-54. As a result, a course of a given unit value will have a range of total student learning hours, expressed as a minimum and maximum. The minimum and maximum hours associated with that course will be listed on the Course Outline of Record (COR) (e.g., a 3-unit lecture course will be listed as having a minimum of 48 student learning hours and a maximum of 54 student learning hours per semester). Courses in the SMCCCD are required to remain within the student learning hours range listed on the COR.

For examples of the student learning hours ranges associated with each unit level, please refer to the Minimum/maximum hours per unit and FLC chart shown below. This chart is intended to assist faculty in calculating the minimum and maximum semester hours for a course based on units and type of course. Please see the appendix of the current AFT 1493 contract for more information on FLCs.

LECTURE UNITS	FLC's (see note below)		FTE	Minimum Hours (@ 16 hours)		Maximum Hours (@ 18 hours)	
	FLC's= Total minimum hours ÷ 16 weeks						
0.5	0.5	FLC's	0.03	8	to	9	Hours
1.0	1.0	FLC's	0.07	16	to	18	Hours
1.5	1.5	FLC's	0.10	24	to	27	Hours
2.0	2.0	FLC's	0.13	32	to	36	Hours
2.5	2.5	FLC's	0.17	40	to	45	Hours
3.0	3.0	FLC's	0.20	48	to	54	Hours
3.5	3.5	FLC's	0.23	56	to	63	Hours
4.0	4.0	FLC's	0.27	64	to	72	Hours
4.5	4.5	FLC's	0.30	72	to	81	Hours
5.0	5.0	FLC's	0.33	80	to	90	Hours

LAB UNITS	FLC's (see note below)		FTE	Minimum Hours (@ 48 hours)		Maximum Hours (@ 54 hours)	
	FLC's= Total minimum hours x FLC's/hour ÷ 16 weeks **See Faculty Load Credit Allocation, Appendix F of Faculty Contract.						
LAB (@.7)							
0.5	1.05	FLC's	0.07	24	to	27	Hours
1.0	2.10	FLC's	0.14	48	to	54	Hours
1.5	3.15	FLC's	0.21	72	to	81	Hours
2.0	4.20	FLC's	0.28	96	to	108	Hours
2.5	5.25	FLC's	0.35	120	to	135	Hours
LAB (@.75)							
0.5	1.13	FLC's	0.08	24	to	27	Hours
1.0	2.25	FLC's	0.15	48	to	54	Hours
1.5	3.38	FLC's	0.23	72	to	81	Hours
2.0	4.50	FLC's	0.30	96	to	108	Hours
2.5	5.63	FLC's	0.38	120	to	135	Hours
LAB (@.8)							
0.5	1.20	FLC's	0.08	24	to	27	Hours
1.0	2.40	FLC's	0.16	48	to	54	Hours
1.5	3.60	FLC's	0.24	72	to	81	Hours
2.0	4.80	FLC's	0.32	96	to	108	Hours
2.5	6.00	FLC's	0.40	120	to	135	Hours

Unit Increments Issued

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

Course Catalog Description

The catalog description provides a global yet concise description of the primary course content and learning outcomes. It should aim for language, fifty (50) words or less, that is understandable to students who are unfamiliar with the course or its discipline. Not simply a list of the course's topics, a good catalog description will describe the course's contribution to the students' understanding of the course's subjects. The course catalog description must be the same as the description on the Course Outline of Record (COR).

Dos and Don'ts

Dos

- Use the present tense, not the future tense.
- It's common to begin with a phrase such as:
  - Advanced study in… Basic theory and practice of … Comprehensive survey of … Comparative analysis of … Examination of … Exploration of … A general survey of… Introduction to … Interdisciplinary exploration of … History and philosophy of … Historical and cultural survey of … Overview of … Preparation for … Principles of … Study of… Techniques and procedures of … The first of a two-course sequence in …
- Write in complete sentences.
- Include a statement about the students for whom the course is intended. For example, "Intended for students preparing for the Automotive Service Exam" or "Intended for future elementary school teachers."
- Spell out acronyms and abbreviations the first time they are used.
- If applicable, include a standard statement that applies to a given type of course. For example: "This course is not activity-based and is not applicable to the specific area requirement in Physical Education for the Associate Degree."
- If there is a required Materials Fee, it must be stated in the catalog description and the MATERIALS FEE screen must be completed.
- For courses in a sequence (i.e. leveled courses), it's helpful to describe the course in its relationship to other courses in the sequence and inform students what they should be familiar with before taking the course. The other courses in a sequence must each have a distinct description and distinct SLOs indicating content depth.

Don'ts

- Do not begin with the phrase "This course…"
- Do not use marketing language. In other words, do not try to convince students to take the course.
- Do not use first or second person narrative styles, i.e. don't write the description as a joint activity between the professor and the student or as a set of directions to students.
- Do not describe the methods of instruction or evaluation. Focus on the course content.
- Do not include course title, unit value, hours, requisites, or recommendations in the catalog description.
- Do not include information regarding which certificate or degree the course applies to. That information should be in the Program Description.

Example: Biol 110

Study of the principles of the biological sciences, including methods of scientific inquiry and experimental design. The course includes the origin and evolution of life, cellular makeup of living things, cellular metabolism including photosynthesis and respiration, genetics, ecology, life cycles, and natural history. One or more field trips may be required. Extra supplies may be required.

Equivalent and Similar Courses

Check to see if the exact course or similar course is currently offered by CSM, Skyline, or Cañada. This may have changed since the last revision.

Institutional Learning Outcomes (ILOs) and Program Learning Outcomes

[College of San Mateo's Institutional Learning Outcomes (ILOs)](#) are broad statements that describe the knowledge, skills, abilities, and attitudes that all students are expected to develop as a result of their overall experience at the College of San Mateo, regardless of their specific program of study. At a high level, this is the promise that the college, faculty, and staff make to the students.

These ILOs, adopted on February 27, 2024, represent the overarching skills and knowledge we aim to instill in our students through their educational experience at CSM.

Please note that these ILOs are expected to change in subsequent semesters. Every effort will be made to maintain the above link consistent so that any changes to the ILOs are automatically incorporated into this document. That said, please stay informed about updates.

ILOs serve as tools to assess and demonstrate our collective effectiveness and serve to meet accreditation standards. They are why we are here and provide a cohesive framework for learning across various programs and disciplines.

By the same token, Program Learning Outcomes are more specific statements that describe what students should know, be able to do, or value as a result of completing an academic program. They are broader than course-level outcomes and represent the cumulative learning across the entire program curriculum. Program Learning Outcomes should support ILOs and guide curriculum development, assessment practices, and program improvement efforts.

Faculty who need assistance in aligning their courses with Institutional Learning Outcomes (ILOs) can contact the Student Learning Outcomes and Assessment Coordinator (SLOAC) or the Curriculum Committee Chair for guidance and resources.

Student Learning Outcomes (SLOs)

Student Learning Outcomes (SLOs) are more actionable and granular than the ILOs and PLOs but should provide support for the latter two. They are a list of the *measurable* knowledge, skills, and abilities that a student can expect to learn over the duration of the term, and should be able to demonstrate upon successful completion of the course. **SLOs drive many of the core components of a COR**, as they guide decisions regarding what students should learn (course objectives), how the content should be taught (representative instructional methods), how the outcomes will be assessed (representative methods of evaluation), and what type of opportunities will be given to students to practice and receive feedback as they progress toward the expected outcomes (representative assignments). ([Read more about the Backwards Design framework](#))

Course SLOs should be regularly assessed. Instead of only relying on a midterm and final exam, there should be multiple opportunities throughout the course for students to practice and demonstrate progress toward the SLOs.

Guidance for Writing SLOs

Clear SLOs are written in measurable terms, so that they can be properly assessed by the instructor *and* to help students understand what exactly is expected of them. Verbs like "understand" are too broad, and do not really convey how exactly a student is expected to demonstrate understanding of a topic. You can review a [list of verbs that might be a good fit for each level of Bloom's taxonomy](#). Please keep in mind that these are only examples; you may think of a totally different (yet measurable) way to frame the SLOs for a course.

Typically, SLOs should aim to include *three main components*:

- **The specific behavior, skill, or ability** students should be able to demonstrate (this is where Bloom's taxonomy can be very helpful).
- **The conditions, context, or settings** in which the outcome should take place. This component might be more or less specific depending on the discipline. For instance, outcomes for a swimming course might require a more specific setting or context.
- **The minimum criteria or level that is acceptable** for the outcome to be achieved. This can be more or less specific, depending on the discipline and the nature of the course. You may choose to indicate that a particular outcome must be demonstrated at an "advanced" level, or use quality indicators (e.g., critically, accurately, etc.).

As an example, consider the following SLOs for a UX Data Visualization course:

- Describe how research for improving websites and apps is planned, performed, and analyzed.

- Generate and administer UX research study plans and analyze their results.
- Craft a simple research survey, usability study plan, and report based on their results.

Course Objectives

Course objectives are different from SLOs in that they provide **a more granular overview of the course**. Objectives indicate specific concepts and skills students should learn in order to accomplish the learning outcomes. Ideally, meeting the objectives of a course should lead students to accomplish the learning outcomes.

The course objectives are particularly helpful to structure the different units or modules of content that should be covered throughout the course.

Consider the course objectives for the same UX Data Visualization course. They are much more granular and clearly contribute to achieving the SLOs.

- Apply UX research techniques such as interviews, surveys, and usability testing to real-world design challenges.
- Analyze qualitative and quantitative data to evaluate user experiences and inform design improvements.
- Evaluate user-centered research methods to enhance product usability and meet user needs.
- Collaborate with teams to synthesize research findings into actionable design recommendations.
- Integrate industry standards and ethical practices to ensure responsible and effective UX research.

On Critical Thinking in SLOs and Course Objectives

The ASCCC requires all *degree-applicable credit courses* to demonstrate critical thinking. For that reason, critical thinking should be incorporated throughout all elements of the COR, but especially in SLOs, course objectives, representative methods of instruction, representative assignments, and representative methods of evaluation.

Critical thinking can be integrated by developing SLOs and objectives that aim at higher cognitive processes (Review [Bloom's taxonomy](#)). However, foundational processes like remembering, recognizing, and describing information are also necessary across disciplines and course levels. Ideally, a course should include a combination of foundational processes and higher order processes that encourage critical thinking (e.g., analyzing, evaluating, discussing, creating, synthesizing).

For *non-degree applicable credit courses*, the critical thinking requirement still applies. As stated by the ASCCC (2017): "Objectives [and SLOs] in non-degree applicable courses may cover a narrower scope because students are in the process of learning effective ways to study and think

critically. However, the objectives [and SLOs] should prepare students for studying independently." (p. 24)

Course Lecture and Lab Content

Course lecture and lab content provide instructors with all the knowledge and skills that a student is expected to learn during the term.

Prerequisites, Corequisites, and Recommended Preparation

The following definitions are taken from Guidelines for Title 5 Regulations Section 55003: Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation, Chancellor's Office (February 2012):

- **Prerequisites -** Conditions of enrollment that students are required to meet prior to enrollment in particular courses and programs. The assignment of a prerequisite to a course signifies that the course skills, or body of knowledge described in the prerequisite, are essential to the success of the student in that course and that it is highly unlikely that a student who has not met the prerequisite will receive a satisfactory grade in the course for which the prerequisite has been established.
- **Co-requisites -** Signify that a body of knowledge or course skill(s) is essential to the success of a student in a course. However, this body of knowledge or course skill(s) can be acquired or developed concomitantly with the primary course. Therefore, a student is required to enroll in a corequisite simultaneously with (or, in some cases, may be allowed to enroll in the corequisite prior to) the primary course.
- **Recommended Preparation -** Signify that acquisition of a body of knowledge or course skills will be of great advantage to a student prior to enrollment in a specific course. However, enrollment in a course to acquire this knowledge or skills is not required, merely recommended. ("Advisories to Recommended Preparation" is the language used in Title V. CSM uses "Recommended Preparation" for clearer language to students.). Note that recommended preparation is useful for both counselors and students in determining whether a student is adequately prepared for the course requirements.

According to the California Community College Chancellor's Office guidelines, prerequisites and corequisites can be established only for the following purposes:

- The prerequisite or corequisite is expressly required or authorized by statute or regulation; or
- The prerequisite or corequisite is necessary to protect the health or safety of a student or the health or safety of others; or
- The prerequisite will assure that a student has the skills, concepts, and/or information that is presupposed in terms of the course or program for which it is

being established, such that a student who has not met the prerequisite is highly unlikely to receive a satisfactory grade in the course for which the prerequisite is being established; or

- The corequisite course will assure that a student acquires the necessary skills, concepts, and/or information, such that a student who has not enrolled in the corequisite is highly unlikely to receive a satisfactory grade in the course or program for which the corequisite is being established.

All prerequisite, corequisites, and recommended preparations will be reviewed by the Curriculum Committee as part of the course approval process. Faculty are required to justify and validate any prerequisite, corequisite or recommended preparation, and should consider the following when proposing them:

- A prerequisite should be set when a student is "highly unlikely to succeed" without the prerequisite.
- Faculty should be careful to avoid any prerequisite or corequisite that might have a disproportionate impact on students.
- Students have the right to challenge prerequisites and corequisites. A process for this challenge has been established in accordance with the SMCCD board policy on prerequisites and corequisites.

For more information, faculty should consult Board Procedure 6.14.1. The procedure covers the following five areas:

1. Information in the Catalog and Schedule of Courses
2. Challenge Process
3. Curriculum Review Process
4. Program Review
5. Implementing Prerequisites, Co-requisites, and Limitations on Enrollment.

Board Policy 6.14. Course Prerequisites and Other Limitations on Enrollment

Board Procedure 6.14.1. Prerequisites and Corequisites

Representative Instructional Methods

This section includes **representative methods of instruction used to facilitate learning and help students achieve the learning outcomes (SLOs) of the course**. Although choice of instructional methods may vary depending on the instructor teaching the course, this section describes recommended methods that align with the SLOs, account for student needs, meet the needs of the discipline, and acknowledge the characteristics of the learning environment and course modality.

Representative methods of instruction must demonstrate ways to effectively teach critical thinking, in alignment with course SLOs.

Faculty are **not limited to the predetermined options provided in CurricUNET**. Additional instructional methods may be included in the "Other Methods" field.

What to keep in mind when completing/reviewing this section?

When working on/reviewing this section of the COR, we encourage you to:

- ***Keep alignment in mind***. Remember that the SLOs guide most design decisions in the course. Prioritize instructional methods that help students achieve the learning outcomes. See the examples below for guidance:

Student Learning Outcomes	Discipline	Examples of Instructional Methods
Develop a daily nutrition plan to maximize performance for an athlete	Biology/Nutrition	- Lecture presentations on aspects to be considered in athlete nutrition and performance. - In-class discussions and small group activities, focused on developing nutrition plans for athletes.
Observe and analyze the various components of a theatrical performance	Film/Theater	Readings of dramatic texts by the instructor and students, followed by instructor-guided interpretation.
Recognize techniques utilized by the architectural profession to create architectural technical drawings from building models	Architecture	Guided critique of technical drawings, prioritizing group discussion of relevant architectural techniques.
Construct reliable, robust solutions to problems involving the storage, retrieval and update of large quantities of data	Computer science	- Modeling of problem-solving techniques. - In class group problem solving, with each student contributing a potential next step and explaining their rationale.

		● Q&A sessions in which students provide both the questions and answers to relevant topics.
Use appropriate statistical techniques to analyze and interpret applications based on data from varied disciplines	Mathematics	● Lecture presentations ● Small in-class group discussions of common misconceptions. ● Cooperative small group problem solving.
Write thoughtful, coherent, and purposeful essays that respond critically to students' own experience and diverse texts.	English	● Structured whole-class discussion: help students understand assigned course material and build critical thinking strategies through instructor-guided discussion of course readings and writing assignments. ● Modeling: use models of student and professional writing to introduce, teach and reinforce effective writing strategies.

- ***Prioritize student-centered methods***. Instructional approaches that actively engage students in the process of learning, sharing responsibility and power in the course. We encourage you to think beyond the traditional lecture, and consider additional methods that provide a more active experience for students.
- ***Include a variety of representative methods*** that benefit different groups of students. Students with different backgrounds and needs may benefit from different types of instruction. Providing varied methods of instruction helps create multiple avenues for students to master the material and engage with the course.

Questions to consider while completing/reviewing this section

- Will the instructional methods help students achieve the SLOs of the course?
- Is there a variety of instructional methods that serve different groups of students?
- Do the instructional methods reflect a student-centered approach to teaching and learning?

Representative Assignments

This section includes **representative assignments that allow students to practice and make progress toward the SLOs and even PLOs**. Faculty are expected to describe foundational assignments that are typical for the course. Considering that the COR serves as an initial roadmap for teaching the course, providing clear descriptions in this section might help new instructors choose and develop appropriate assignments.

Representative assignments must provide opportunities for students to practice and develop critical thinking, in alignment with course SLOs, PLOs, and ILOs as appropriate. An example of how a course might align with one or more Institutional Learning Outcomes (ILOs) might be:

Course: Environmental Science

- **Effective Communication (ILO #2):**

  Students will present findings from environmental case studies through written reports and oral presentations, demonstrating their ability to communicate scientific concepts to diverse audiences.

- **Quantitative Reasoning (ILO #3):**

  Students will use statistical analysis to interpret environmental data sets, such as trends in global temperature or species population dynamics.

- **Critical Thinking (ILO #4):**

  Students will analyze complex environmental issues, such as climate change, by evaluating scientific data, examining multiple perspectives, and formulating evidence-based conclusions.

- **Social Awareness and Diversity (ILO #5):**

  Students will examine how environmental issues disproportionately affect different communities, exploring the concept of environmental justice and its global implications.

- **Ethical Responsibility/Community Engagement (ILO #6):**

  Students will develop and propose solutions to local environmental challenges, considering ethical implications and potential community impacts.

This example demonstrates how a single course can address multiple ILOs, integrating them into the course content and learning activities. The alignment helps ensure that the course contributes to CSM's broader educational goals while focusing on its specific subject matter.

Faculty who need assistance in aligning their courses with CSM's Institutional Learning Outcomes (ILOs) can contact the Student Learning Outcomes and Assessment Coordinator (SLOAC) or the Curriculum Committee Chair for guidance and resources.

In CurricUNET, representative assignments are classified as *writing*, *reading*, and *other outside* assignments. It is *not* required for a course to include assignments in each category, unless it is relevant for the course.

What to keep in mind when completing/reviewing this section?

When working on/reviewing this section of the COR, we encourage you to:

- *Provide clear descriptions*. Consider providing relevant details for each representative assignment. This is not an exhaustive description, but at least a few sentences to clarify what the assignment entails. For example, if you include "research project" as a writing assignment, you could expand on the scope of the project (e.g., "Research project about the impact of racial inequities on healthcare access among Communities of Color").
- *Consider a variety of assignment types*. Providing different types of assignments can help create multiple avenues for *all* students to practice, demonstrate learning, and get meaningful feedback. For example, instead of only listing "weekly homework problems", you could consider collaborative work (e.g., peer reviews, group projects), self-reflection exercises (e.g., exit tickets, journaling), class discussions (e.g., discussion forums, debates), or other assignments that may be relevant for the course.

Questions to consider while completing/reviewing this section

- Do the representative assignments align with the SLOs of the course?
- Do the assignments provide opportunities for students to practice and get meaningful feedback?
- Does the course include a variety of assignment types to support different groups of students?
- Do assignments present opportunities for students to make connections to real-life scenarios, their cultural backgrounds, and/or lived experiences?
- Do the representative assignments align with the Program Learning Outcomes and our Institutional Learning Outcomes?

Representative Methods of Evaluation

This section includes **representative ways in which students may demonstrate achievement/mastery of the SLOs**. Although methods of evaluation may vary depending on the instructor teaching the course, this section lists recommended approaches that align with the SLOs, account for student needs, meet the needs of discipline, and acknowledge the characteristics of the learning environment.

Representative methods of evaluation must incorporate ways to effectively assess critical thinking, in alignment with course SLOs.

Faculty are **not limited to the predetermined options provided in CurricUNET**. Additional methods of evaluation may be included in the "Other Methods" field.

What to keep in mind when completing/reviewing this section?

When working on/reviewing this section of the COR, we encourage you to:

- *Consider a combination of formative and summative assessments*. Provide varied methods of assessment that benefit diverse populations of students.
- ***Design assessments as opportunities for learning.*** Intentionally integrate meaningful and timely feedback. Provide opportunities for growth.
- Consider assessments that map to and align with Program Learning Outcomes and Institutional Learning Outcomes.

Questions to consider while completing/reviewing this section

- Do the representative methods of evaluation provide opportunities for students to receive and apply timely feedback?
- Are there opportunities to include a combination of formative and summative assessments?
- Does the course incorporate varied ways of evaluating students' learning?
- Do the methods of evaluation reflect intentional consideration of students' backgrounds and lived experiences?

Performance: Curricunet uses "performance" to define generally what a student does in any course, which varies depending on the specific course. For example, a student performance in an art class may be a performance of a song or a showing of a painting. In chemistry, a student performance may be a presentation on reactions.

Evaluation Methods	Brief Description

Class performance	Performance throughout the semester
Final class performance	Individual performance that happens inside the classroom
Final performance	Whole class performance that happens inside the classroom
Final public performance	Performance that happens outside the classroom
Simulations	Fire academy for example, drills. Nursing demonstrations

Representative Texts

This section includes a list of **representative textbooks and other instructional materials that are typically used in the course** (e.g., manuals, periodicals, software, tools, instructor-generated handouts). All representative texts and supplemental materials must be at the *appropriate college level* and be relevant to the course content and learning outcomes.

When listing representative textbooks, **provide as much information as possible to identify** the version being used. For example, at least the title, author(s), year of publication, and version number should be included.

The **currency of textbooks** (and other instructional materials) may vary from one discipline to another. While some courses may have a larger pool of recently published materials to choose from, others may benefit from incorporating seminal texts. This can include both classic primary texts (e.g., Shakespeare's sonnets) and/or seminal, discipline-specific scholarly texts (e.g., Joseph Campbell's *A Hero with a Thousand Faces*), and these texts should be noted as "classical" or "seminal." Representative textbooks should be updated **to the most recent version available** or revised to include more current texts that reflect advances in the discipline and are relevant to the course content and learning outcomes.

Articulation and Transfer: It is important to consider articulation and transfer requirements when selecting representative texts. For example, **UC and CSU typically require textbooks published within the last 5-7 years**, or clear identification of a textbook as a "classic text" (if more than 5 years since date of publication), depending on the specific subject area. [Learn more about representative textbooks and articulation requirements (UC Transfer Articulation)](.).

What to keep in mind when completing/reviewing this section?

- *Include a diverse range of perspectives*: When selecting textbooks and other representative materials for a course, consider a diverse range of perspectives, voices, and

contributions to the field. For example, some textbooks may lack representation of historically underrepresented groups and how those groups have contributed to the advancement of the discipline.

When selecting textbook and instructional materials, ask yourself *who is being included* and *who is being left out*.

- ***Open Educational Resources and Zero Textbook Cost***: Traditionally printed textbooks and other traditional publisher models (e.g., inclusive access) can be costly and therefore pose significant barriers for student learning and success.

  Consider incorporating materials that come at no-cost for students, such as Open Educational Resources (OER), college library eResources, and public domain materials.

  To learn more about available OER and Zero Textbook Cost (ZTC) resources for your course, please reach out to our campus ASCCC OER Liaison or explore [faculty resources offered by the CSM Library](#).

  Articulation and Transfer: The UCs and CSUs welcome the integration of OER and other zero-cost materials as representative texts, *as long as they are stable and publicly available as published textbooks*. Note that **a list of web links to instructor lecture notes, slides, or other websites *does not* meet articulation and transfer requirements**. [Learn more about articulation, curriculum, and OER considerations (ASCCC Open Educational Resources Initiative](#)).

- ***Keep accessibility in mind:*** Make sure that all digital instructional materials for the course meet accessibility guidelines, according to [Section 508 of the Rehabilitation Act of 1973](#). Materials should be fully accessible to *all* students, including students with disabilities who use assistive technologies to navigate the course.

  Section D of the [California Virtual Campus-Online Education Initiative (CVC-OEI) Rubric](#) provides guidance for educators to determine accessibility of their course content and materials. Although the rubric focuses on *instructor-generated materials*, most elements can be used to evaluate digital materials in a course.

  If you have questions about Section D of the CVC-OEI rubric, or would like support in determining accessibility of instructional materials, please contact the [CSM Distance Education Coordinator](#).

Degree/Certificate Applicability

- Choose whether the course is Degree Credit (degree and/or certificate applicable), non-degree credit (pre-collegiate), noncredit (fulfills 1 of 10 noncredit categories as

established the CCCCO), or Basic Skills (pre-transfer reading, writing, or mathematics courses)
- Indicate whether the course will be added to an ADT, local AA degree, and/or certificate.

Transferability and General Education

- Credit courses may be proposed for general education areas in both the local GE pattern and Cal-GETC.
- The curriculum committee determines course applicability to the local GE pattern:
  - **Area 1A**: English Composition
  - **Area 1B**: Communications and Analytical Thinking
  - **Area 2**: Mathematics
  - **Area 3**: Arts & Humanities
  - **Area 4**: Social & Behavioral Sciences
  - **Area 5**: Natural & Physical Sciences
  - **Area 6**: Ethnic Studies
  - **Area 7**: Self-Development & Kinesiology Activity
  - **Area 8**: American History and Institutions
- Cal-GETC approval is contingent on the UC Transfer Course Agreement (TCA) and Cal-GETC processes. Note that new courses will take at least two years for both UC TCA and Cal-GETC approval.
  - **Area 1**: English Communication
    - 1A: English composition
    - 1B: Critical thinking and composition
    - 1C: Oral communication
  - **Area 2**: Mathematical Concepts and Quantitative Reasoning
  - **Area 3**: Arts & Humanities
  - **Area 4**: Social & Behavioral Sciences
  - **Area 5**: Physical & Biological Sciences
    - 5A: Physical Sciences
    - 5B: Biological Sciences
    - 5C: Laboratory
  - **Area 6**: Ethnic Studies

Distance Education

Faculty members should be familiar with the course approval process before they design, adopt or teach an Online/Hybrid course. This course approval process takes about two semesters to complete.

New Course With an Online/Partially Online Format

1. All new Online/Hybrid courses must also go through the *DE course approval process*. This process begins by completing all parts of the course approval forms and submission through CurricUNET.
2. Division dean must approve the submission before it is forwarded to your college Curriculum Committee.
3. After the final approval for online or partially online course delivery by the Curriculum Committee, the course can be offered in the schedule. The faculty member must have completed the required training to develop the course (see above).
4. Faculty members developing an online or partially online course will work in tandem with the DE support: Instructional Designers, Instructional Technologists, and the Distance Education Coordinator along with other successful Online/Hybrid teaching faculty. As part of our membership in the CVC Consortium, we have adopted a rigorous Peer Online Course Review process that will help you ensure you have met the OEI Course Design and Peralta Equity Rubrics, and have a quality Online/Hybrid course. Throughout the development/design process, faculty collaboration should be used to ensure best practices and to share insights into both technology and pedagogy.
5. Moving from the traditional classroom to a "virtual" classroom is not as simple as merely putting existing course notes and readings online. This would be considered a "Correspondence Course." and therefore not an Online/Hybrid course. Faculty should work with the DE Team to develop a course that creates a strong "instructor presence" and meets our Regular and Substantive Interaction policy.

Course DE Addendum

After 2020, almost all courses at CSM will have or need an DE Addendum. This addendum allows for the option to teach a course either fully or partially online. There is a separate section in CurricUnet called the DE Addendum and what follows is sample language that you can adapt for use with your own course DE Addenda.

Training Section

- Faculty members who teach in any distance education modality must **demonstrate training in the past three years** in all of the following areas: online teaching pedagogy, technical proficiency in appropriate Learning Management Systems, and accessibility standards. Faculty training may be completed within the District, or a nationally recognized training program (restrictions apply. Please contact the CSM Distance Education Team for more information on DE training requirements and exemptions).
- Please include specific information about training course title, dates of training, and who provided training.

Distance Education Modality

Courses can be Fully Online, Partially Online (Hybrid) or both. For each modality, please indicate expectations for Regular and Substantive Interaction (RSI), the frequency of each type of contact, and whether the interaction is between students, faculty to students, or student to faculty.

Contact Types

Any portion of a course conducted through distance education includes Regular and Substantive Interaction between the instructor(s) and students, For each modality, please include specific examples of the types of activities that will be used. As part of the ACCJC Accreditation process, we are required to show evidence of specific types of contact within the Learning Management System. For example:

- **Lecture**: Faculty to student contact (Substantive): Weekly instructor-mediated coverage of topic through one or more of the following: Live and/or recorded video, instructor created or curated content (may include instructor-created or selected links for core course content).
- **Personal Communication (Email, Chat, IM, Text):** Faculty to Student (Regular): Syllabus provides policy for responding to student queries; Weekly online office hours via Zoom/video conference; Email and LMS Inbox messages.
- **Announcement:** Faculty to Student contact (Regular): Weekly announcements that outline lessons and highlight upcoming deadlines; (Substantive): announcements posted after assessments or major assignments that provide feedback.
- **Online Discussion Boards:** Student to Student contact (Substantive): Introductions Discussion Board; Compose, Post, and Respond to classmates' post, Peer Review of assignments. Student to Student (Regular): Q & A Open discussion board. Student to Faculty contact (Regular): Q & A Open discussion board.
- **Assignment Feedback:** Faculty to Student (Regular): Syllabus provides the policy for regular assignment feedback and grading. Regular and substantive feedback in a timely manner for all assignments. Individual or group substantive feedback based on assignment design.
- **Office Hours:** Faculty to Student contact (Regular): Office Hours as required by current faculty handbook. Faculty to Student contact (Substantive): Individual consultations to support specific assignments.

Accessibility Section

Distance education courses, resources and materials must be designed and delivered in such a way that the level of communication and learning experience is the same for students with or without disabilities. Students should have maximum opportunity to access distance education resources anytime, anywhere without the need for outside assistance. Examples include:

- Accurate transcripts are included for audio recordings.
- Closed captions, audio descriptions, and transcripts are included for videos.
- Instructional materials have been tagged to indicate organizational structure and reading order.
- Images, tables and/or diagrams include textual representations.
- If applicable, the instructor will ask the publisher (e.g. McGraw-Hill and Pearson) to provide a Voluntary Product Accessibility Template (VPAT) which evaluates how accessible the product is according to section 508 standards.
- If any instructional resources are not accessible for a student, faculty will work with the Disability Resource Center to propose an alternative activity, resource, or assignment for any student with an accommodation to meet section 508 standards.
- All required course materials must be accessible to students with disabilities. How will this course meet this requirement?
- Online conferencing sessions will be recorded with transcripts or live-captioned if needed
- Accessible versions of textbooks and publisher materials will be made available as needed
- Required documents (Canvas pages, slides, Word docs, etc.) will be accessible

In the DE Addendum, please be sure to read and check each box indicating that your course will be fully accessible to all students.

Content and Methodology

Title V asks "how course outcomes will be achieved in a distance education mode."

Some combination of instructional materials, instructional equipment, assignments, methods of instruction, or methods of evaluation will be used to achieve course outcomes in this mode. Below, describe what is appropriate/possible for this course.

For each modality describe the instructional equipment, methods of instruction and methods of evaluation you will use in your course.

For partially online courses, some in-person, synchronous contact may be required. Please describe the portion of required in-person components for this course that are needed to achieve the learning outcomes of the course. This also includes if in-person proctored exams are required.

Be sure to answer "Yes" to the questions: Can all the course outcomes be achieved in the fully online or partially online distance mode? You will need to do this in both Fully Online and Partially online sections if you have opted for both methods of delivery.

The DE Coordinator reviews all DE Addenda for courses going through the CSM Curriculum Committee process. If you have questions, please reach out to the DE Coordinator.

Resources Needed

When creating a new course or making substantive changes to an existing course, faculty authors must be cognizant of the coure's impact on our library's resources. For instance, does the course require the library to purchase additional books or to subscribe to a new database? These types of impacts have monetary consequences for the library, so faculty authors should consult with the library faculty on potential impacts.

Comparable Transfer Course Information

If a local CSU or UC offers a similar course, you can note that information here. This helps CSM's articulation officer identify course-to-course transfer agreements.

CB Codes

Course Basic (CB) Codes are used by the CCCCO to classify courses, and in some instances, to provide funding and resources. Here is an overview of the types of CB Codes:
- CB03 – Taxonomy of Programs (TOP) Code is used by the CCCCO to collect consistent information and classifications of courses throughout the system.
- CB04 – credit status (degree-applicable, non-degree-applicable, noncredit)
- CB05 – transfer status indicates whether a course will be transferable to the CSU, the UC, both, or neither. If you are creating a new course, select which systems you'd the articulation officer to submit the course to.
- CB08 – basic skills status
- CB09 – Student Accountability Model (SAM) Code indicates whether a course is occupational (CTE)
- CB11 – Course-Classification-Code indicates whether a course is a credit bearing course and if not, which type of noncredit course it is
- CB21 – Levels Below Transfer indicates how many levels below transfer the course is (this is rarely used)
- CB23 – Funding Agency indicates whether the course will be receiving economic development funds
- CB25 – Course GE Status indicates whether the course meets the requirements for the CSU/IGETC GE breadth requirements. With Cal-GETC, new courses will not be given this designation.
- CB26 – Support Course Status indicates whether the course is designated as a support course for another course(s) in the catalog

Attached Files

Use this section to upload any supporting documentation, sample syllabi, sample assignments, etc.

Section IV- Writing or Revising a Program or Certificate

Workflow

1. Faculty author(s) access CurricUNET to create a new course or revise existing courses.
2. When the authors finish writing or editing the course, the course is submitted through the system to the division dean of the division. The division Dean may suggest changes, edits or corrections. In instances where a course will have a substantial impact on college resources (e.g., requires new equipment), the faculty author may be required to meet with the curriculum leadership for a consultation.
3. Dean's approval moves the course through CurricUNET to be reviewed by the COI Tech Review Committee. Tech Review consists of COI Chair, COI Rep from the division, Articulation Officer, VPI, Assistant Registrar, SLO Coordinator, Librarian and an Administrative Analyst from the VPI office.
4. Tech Review reads, comments and suggests changes; improvements for standardization; does SLO review; and checks for adherence to State, district or local practices, regulations or laws. The course may be sent back to the original authors to address any of these issues.
5. When all edits have been made, the course can be placed on the next agenda for the Committee on Instruction.
6. All participants - authors, COI representatives, Deans, and committee members use CurricUNET to make comments and receive notification of needed action by emails from CurricUNET. All comments are visible to anyone using CurricUNET.

General Guidance

Submissions to Chancellor's Office Curriculum Inventory (COCI)

All Associate's Degrees, Associate's Degrees for Transfer, and Certificates of Achievement must be submitted to the California Community College Chancellor's Office (CCCCO) with a narrative that addresses the program's goals and objectives, description, program requirements, and justification.

Program approval flowchart

Faculty -> Curriculum Committee -> SMCCCD BOT -> CCCCO

Program Narrative Templates

Below, you will find information on the narrative portion of the COCI submission for Associate's Degrees for Transfer (AA-T, AS-T), local Associate's Degrees (AA, AS), and Certificates of Achievement (CA) along with any relevant information. When developing your degree or certificate, you can seek assistance from your division curriculum representatives, the Curriculum Committee chair, the Office of the Vice President of Instruction, and/or CSM's Articulation Officer.

Associate's Degree – Transfer (AA-T, AS-T)

Associate's Degrees for Transfer are degrees that follow a Model Transfer Curriculum (TMC) developed by the Intersegmental Curriculum Workgroup (ICW) in response to SB 1440 (Padilla, 2010). ADTs must mirror the TMC and departments cannot legally add additional requirements to the degree (Ed. Code 66746(b)). Departments are also legally obligated to develop an ADT "when they offer an associate-level degree in the same discipline" (Ed. Code 66746). See the *Program and Course Approval Handbook* (PCAH) for more information and degree requirements.

Criteria for Approval

Submission documentation
- Program Narrative
- Completed Chancellor's Office Template
- C-ID or ASSIST Articulation Information (required by TMC)
- CORs for all courses in major or area of emphasis

Degree must meet all standards outlined in the *PCAH*
Degree must be submitted with a program goal of Transfer

Program Narrative

The Program Narrative for an Associate's Degree for Transfer (AA-T, AS-T) must include the following:
- College Name
- Program Name
- Program Goals and Objectives
- Catalog Description, which must reflect the following:
  - Completion of 60 semester units of degree-applicable courses;
  - Minimum overall GPA of 2.0;
  - Minimum grade of "C" (or "P") for each course in the major;
  - Completion of the Cal-GETC general education requirements

The standards for a Career Education (CE) degree are outlined in Title 5, section 55063. Career Education Associate's Degrees must include 60 semester units, demonstrate competence in reading, writing, mathematics, and follow the college's approved general education pattern and graduation requirements. See the *Program and Course Approval Handbook* (PCAH) for more information and degree requirements.

Criteria for Approval

Submission documentation
- Program Narrative
- CORs for all courses in major or area of emphasis
- Labor Market Information (LMI) (see *PCAH* for LMI Analysis)
- Advisory Committee Recommendation (must include committee membership and meeting minutes that "clearly detail the recommendation")
- Regional Consortia meeting minutes with the title of the program and the consortium's recommendations (this is only required for new CE programs)

Degree must meet all standards outlined in the *PCAH*

Degree must be submitted with a program goal of Career Technical Education
- If the program is designed for both career technical education and transfer, include appropriate transfer documentation (see *PCAH*)

Program Narrative

The Program Narrative for a Career Education Associate's Degree (AA, AS) must include the following:
- College Name
- Program Name
- Program Goals and Objectives
  - Must address "a valid workforce preparation purpose" and if a joint CTE/Transfer degree, address transfer preparation.
- Catalog Description, which must reflect the following, which must include:
  - Program requirements
  - Prerequisite skills or enrollment limitations
  - Student learning outcomes
  - Information relevant to program goal
- Master Planning

- ○ Include information on how the program fits within the mission, curriculum, and educational master plan of the college and higher education in California, writ large
- Enrollment and Completer Projections
  - ○ Include projection of the number of the students to enroll and earn a degree annually
- Place of Program in Curriculum/Similar Programs
  - ○ Include information on how this program fits into the college's existing program inventory
- Similar Programs at Other Colleges in Service Area
  - ○ Include a justification of the need for the program in the region
- Transfer Preparation Information
  - ○ Include any relevant transfer preparation (if the AA is both CTE and transfer)

Local Associate's Degrees (AA, AS)

Standards for all locally created Associate's Degrees are set forth in Title 5, section 55063. These standards include six general education areas in 1) English Composition, Oral Communications, and Analytical Thinking; 2) Mathematical Concepts and Quantitative Reasoning; 3) Arts and Humanities; 4) Social and Behavioral Sciences; 5) Natural Sciences; and 6) Ethnic Studies. Colleges can require additional general education requirements. Associate's Degrees must include the completion of 60 semester units of degree-applicable credit coursework. See the *Program and Course Approval Handbook* (PCAH) for more information and degree requirements.

Criteria for Approval

Submission documentation
- Program Narrative
- CORs for all courses in major or area of emphasis
- Appropriate transfer preparation documents if the program is designed in total or in part for transfer preparation

Degree must be submitted with a program goal of Local

Program Narrative

The Program Narrative for a local Associate's Degree must include the following:
- College Name
- Program Name
- Program Goals and Objectives

- ○ Includes explanation for its purpose: transfer preparation, workforce preparation, basic skills, civic education, or another local purpose
- Catalog Description, which must reflect the following:
  - ○ Include program requirements, prerequisite skills or enrollment limitations, student learning outcomes, and information relevant to program goal
- Program requirements
  - ○ Include course requirements and sequencing that reflect program goals.
  - ○ Include GE pattern and the calculations used to reach the degree total (program requirements table)
- Master Planning
  - ○ Include information on how the program fits within the mission, curriculum, and educational master plan of the college and higher education in California, writ large
- Enrollment and Completer Projections
  - ○ Include projection of the number of the students to earn degree annually
- Place of Program in Curriculum/Similar Programs
  - ○ Include information on how this program fits into the college's existing program inventory
- Similar Programs at Other Colleges in Service Area
  - ○ Include a justification of the need for the program in the region
- Transfer Preparation Information

Criteria for Modified Associate's Degree Approval

- Submission must include all required documentation, including Narrative and CORs for all courses included in major or area of emphasis

Program Narrative for Modified AA/AS Degrees

- Program Goals and Objectives
  - ○ Includes explanation for its purpose: transfer preparation, workforce preparation, basic skills, civic education, or another local purpose
- Catalog Description, which must reflect the following:
  - ○ Include program requirements, prerequisite skills or enrollment limitations, student learning outcomes, and information relevant to program goal
- Program requirements
  - ○ Include course requirements and sequencing that reflect program goals.
  - ○ Include GE pattern and the calculations used to reach the degree total (program requirements table)

If a local AA/AS degree is designed in part or fully for transfer preparation, it must include one of the following:

- Programmatic articulation agreements
- ASSIST documentation (within last five years) that verifies that at least 51% of required coursework are articulated for the major (AAM) at the baccalaureate institution the program's students are likely to transfer to
- Table of major requirements from the targeted transfer institution's most recent catalog (include catalog dates and page numbers) with a crosswalk with California Community Colleges program requirements
- Summary of lower division major preparation published or endorsed by relevant professional bodies or programmatic accreditors (include citations)
- Formal letters from targeted transfer institution that verify alignment of proposed program with their program curriculum

Other documentation

If program is intended to address a community need, the college must submit documentation (e.g. letters of support, survey results, or other evidence) that the program will fulfill stated need. This need must also be clearly stated in the program narrative.

Certificates of Achievement (CA)

A Certificate of Achievement is defined in Title 5, section 55070 as "a credit certificate that appears by name on a student transcript, diploma, or completion award." Furthermore, the *PCAH* states that Certificates of Achievement "represent a well-defined *pattern* of learning experiences designed to develop certain capabilities that may be oriented to career or GE" (emphasis added). Certificates with 16 or more semester units must be submitted to the CCCCO for chaptering and be titled Certificate of Achievement, and certificates with 8 or more semester units may be submitted for chaptering in order to be transcript eligible and to be titled Certificate of Achievement. Any certificate under 16 semester units and not submitted to the CCCCO for chaptering will be titled Certificate of Specialization and will not be reported on students' transcripts. See the *Program and Course Approval Handbook* (PCAH) for more information and certificate unit and sequencing requirements.

Criteria for New Certificate of Achievement Approval

Submission documentation includes:

- Program Narrative
- CORs for all courses in major or area of emphasis
- Transfer certificates

- - Copy of current college catalog detailing Cal-GETC transfer requirements can be submitted in lieu of CORs
- Appropriate transfer preparation documents if the program is designed in total or in part for transfer preparation

Program Narrative for New Certificates of Achievement

The Program Narrative for a new Certificate of Achievement must include the following:
- College Name
- Program Name
- Program Goals and Objectives
  - Includes explanation for its purpose: transfer preparation, workforce preparation, basic skills, civic education, or lifelong learning.
  - Include program goal: transfer (for Cal-GETC), CTE (for CAs with vocational TOP code), or local (all other certificates, including transfer preparation)
- Catalog Description, which must reflect the following:
  - Include program requirements, prerequisite skills or enrollment limitations, student learning outcomes, and information relevant to program goal
- Program requirements
  - Include course requirements and sequencing that reflect program goals.
- Master Planning
  - Include information on how the program fits within the mission, curriculum, and educational master plan of the college and higher education in California, writ large
- Enrollment and Completer Projections
  - Include projection of the number of the students to earn degree annually
- Place of Program in Curriculum/Similar Programs
  - Include information on how this program fits into the college's existing program inventory
- Similar Programs at Other Colleges in Service Area
  - Include a justification of the need for the program in the region

Criteria for Modified Certificate of Achievement Approval

Submission documentation includes:
- Program Narrative
- CORs for all courses in major or area of emphasis
- Transfer certificates

- Copy of current college catalog detailing Cal-GETC transfer requirements can be submitted in lieu of CORs

Program Narrative for Modified Certificates of Achievement

The Program Narrative for a moodified Certificate of Achievement must include the following:

- College Name
- Program Name
- Program Goals and Objectives
    - Includes explanation for its purpose: transfer preparation, workforce preparation, basic skills, civic education, or lifelong learning.
    - Include program goal: transfer (for Cal-GETC), CTE (for Cas with vocational TOP code), or local (all other certificates, including transfer preparation)
- Catalog Description, which must reflect the following:
    - Include program requirements, prerequisite skills or enrollment limitations, student learning outcomes, and information relevant to program goal
- Program requirements
    - Include course requirements and sequencing that reflect program goals.

Additional Documentation for Career Technical Education Certificates

For all new and modified CTE certificates. In addition to required narrative components above, please include the following:

- Labor Market Information (LMI) (see *PCAH* for LMI Analysis)
- Advisory Committee Recommendation (must include committee membership and meeting minutes that "clearly detail the recommendation")
- Regional Consortia meeting minutes with the title of the program and the consortium's recommendations (this is only required for new CE programs)

Additional Documentation for Local (non-CTE) Certificates

In addition to narrative above, all new local certificates of achievement must include:

- Programmatic articulation agreements
- ASSIST documentation (within last five years) that verifies that at least 51% of required coursework are articulated for the major (AAM) at the baccalaureate institution the program's students are likely to transfer to
- Table of major requirements from the targeted transfer institution's most recent catalog (include catalog dates and page numbers) with a crosswalk with California Community Colleges program requirements

- Summary of lower division major preparation published or endorsed by relevant professional bodies or programmatic accreditors (include citations)
- Formal letters from targeted transfer institution that verify alignment of proposed program with their program curriculum

Section V - Program Improvement and Viability (PIV) Process

Purpose

The Program Improvement and Viability (PIV) process serves as the mechanism for the assessment of programs that have been identified as "at risk." Program Improvement and Viability is a component of campus planning that leads to increased quality of instruction and service and to better use of existing resources. The process is an extension of Program Review and is intended to be a positive look at an at-risk program. Quantitative and qualitative data are used too review a program's academic health and to ensure that the program reflects the College mission and accomplishes the college's, the division's, and the program's goals. Program Improvement and Viability review may result in a recommendation to improve a program through minor programmatic changes, to improve a program through major programmatic changes, or to discontinue the program.

Membership

- The Program Improvement and Viability Process is facilitated by the Program Review Committee, a subcommittee of the Academic Senate. The committee is chaired by the Vice President of the Senate, and other members include the Academic Senate President, the Curriculum Chair, and two at-large members, as appointed by the Academic Senate.

Process

- No later than the January following a program review semester, divisions deans should determine which programs, if any, are considered non-viable due to financial constraints, unsustainable enrollment declines, or misalignment with Title V, Education Code, and/or state law.
- PIV reviews should be initiated by the division dean no later than the February 15th after a program review semester. For potentially non-viable programs, the dean should forward their program reviews to the PIV committee along with a detailed explanation of the dean's concerns and any actions that had been taken to address those concerns.
- Within one month of receipt of the documentation from the dean, the PIV committee should review the documentation and meet with the dean to discuss.
- Within one month of the meeting with the dean, the PIV committee should meet with as many faculty members as possible from the program under review to discuss the issues identified by the dean and to the learn the faculty members' perspectives.

- The PIV committee should hold additional follow-up meetings with the dean, the faculty members, and other relevant personnel, as appropriate.
- By the end of that spring semester, the PIV committee should draft a set of **program improvement** recommendations, outlining specific actions recommended for the program faculty to take, along with a timeline for completing those actions, and transmit that report to the Academic Senate by its penultimate spring meeting.
- The PIV committee will evaluate progress on its recommendations over subsequent semesters, and the PIV committee may make additional recommendations and transmit them to the Academic Senate, as appropriate.
- By the end of the spring semester in the academic year following the initial referral from the dean, the PIV committee should transmit another report to the Academic Senate for its penultimate meeting, detailing any progress made and any continuing deficiencies. The report will make recommendations for further actions aimed at program improvement or will recommend steps toward beginning the process of program discontinuation.
- In subsequent semesters, the PIV committee should continue following these procedures until one of the following occurs:
    a. The dean informs the PIV committee that all concerns regarding the viability of the program have been adequately addressed, or
    b. The program has been discontinued.
- If the Academic Senate determines that a program shall be discontinued, the Vice President of Instruction, the Curriculum Chair, and Human Resources will take appropriate steps to conduct a "teach out" and bank the program's courses, degrees, and certificates.

Section VI Regulations and Policies affecting Curriculum

Title V Regulations

Sections can be viewed by searching WestlawNext California Code of Regulations.
Title V – Division 6 California Community Colleges – Chapter 6 Curriculum and Instruction
– [Subchapter 1 Programs, Courses and Classes](#).

General

- 55000. Definitions
- 55002. Standards and Criteria for Courses

Credit Course Repetition

- 55040. District Policy for Course Repetition
- 55041. Repeatable Courses.
- 55042. Course Repetition to Alleviate Substandard Academic Work
- 55043. Course Repetition Due to Significant Lapse of Time
- 55044. Repetition of Variable Unit Courses
- 55045. Course Repetition Due to Extenuating Circumstances
- 55046. Academic Renewal Without Course Repetition

Associate Degree

- 55061. Philosophy and Criteria for Associate Degree and General Education
- 55062. Types of Courses Appropriate to the Associate Degree
- 55063. Minimum Requirements for the Associate Degree

Distance Education

- 55200. Definition and Application.
- 55202. Course Quality Standards
- 55204. Instructor Contact.
- 55206. Separate Course Approval

SMCCCD Board Policies

- [Board Policy 6.10](#): Philosophy and Criteria for Associate Degree and General Education
- [Board Policy 6.11](#): Requirements for Degrees and Certificates
- [Board Policy 6.12](#): Definition of Credit Courses
- [Board Policy 6.13](#): Curriculum Development, Program Review, and Program Viability
- [Board Policy 6.14](#): Course Prerequisites and Other Limitations on Enrollment

- [Board Policy 6.16](): Standards of Scholarship
- [Board Policy 6.17](): Course Repetition
- [Board Policy 6.18](): Credit for Prior Learning
- [Board Policy 6.24](): Articulation
- [Board Policy 6.25](): Pass/No Pass Options
- [Board Policy 6.26](): Transfer of Credit and Graduation and/or Certificate Program Requirements for Students Who Transfer among the District's Colleges
- [Board Policy 6.31](): Course Auditing and Auditing Fees
- [Board Policy 6.87](): Library and Learning Support Services
- [Board Policy 6.90](): Community Education Classes
- [Board Policy 6.94](): Contract Courses and Services

Credit Course Repetition

CCCCO Credit Course Repetition Guidelines (2013): "The general rule is that district policy may not permit a student to enroll again in a credit course (also referred to as repeating or re-enrolling in a credit course) if the student received a satisfactory grade on the previous enrollment. An enrollment occurs when a student receives an evaluative or non-evaluative symbol pursuant to section 55023 in a credit course. (§55000(n).) Evaluative symbols include A, B, C, D, F, P, NP and for those districts who provide for the use of it, FW. (§ 55023(a) & (c).) Nonevaluative symbols include I, IP, RD, W and MW. (§55023(e).) A satisfactory grade is an A, B, C or P. (§ 55000(w).) Substandard work is course workfor which the grading symbols D, F, FW, NP or NC (as defined in section 55023) have been recorded. (§ 55000(y).) A student receiving an A, B, C or P typically cannot enroll in that course again unless an exception to the general rule applies that allows an additional enrollment or enrollments in that course."

Exceptions - [see full guidelines or regulations]() for full explanation.
- courses properly designated by a district as repeatable,
- a subsequent enrollment due to significant lapse of time,
- variable unit courses offered on an open-entry/open-exit basis,
- extenuating circumstances,
- occupational work experience courses,
- students with disabilities repeating a special class for one of the reasons specified in section 56029,
- legally mandated courses, and
- courses necessary as a result of significant change in industry or licensure standards.

Types of curriculum definitions

Degree Applicable

A degree-applicable credit course is a course which has been designated as appropriate to the associate degree in accordance with the requirements of section 55062, and which has been recommended by the college and/or district curriculum committee and approved by the district governing board as a collegiate course meeting the needs of the students.
- Must be approved by the curriculum committee and the local governing board
- Must have a course outline of record with all required elements
- Must be mission appropriate (CTE or freshman/sophomore level)

Non-degree-Applicable Credit Course

A credit course designated by the governing board as not applicable to the associate degree is a course which, at a minimum, is recommended by the college and/or district curriculum committee (the committee described and established under subdivision (a)(1) of this section) and is approved by the district governing board.
- Basic skills courses in Mathematics, Reading, English, and ESL
- Courses designed to help students succeed in degree applicable credit courses
- Precollegiate CTE courses
- Must have a COR with all required elements
- Must be approved by the curriculum committee and the local governing board

Non-credit Course

A noncredit course is a course which, at a minimum, is recommended by the college and/or district curriculum committee (the committee described and established under subdivision (a)(1) of this section) and approved by the district governing board as a course meeting the needs of enrolled students.
10 categories of noncredit courses are eligible for state funding (CB22) (p. 96 and 190 of PCAH, Program Course Approval Handbook, 5th Edition)
- English as a Second Language
- Immigrant Education (including citizenship)
- Elementary and Secondary Basic Skills (incl. supervised tutoring)
- Health and Safety
- Courses for Adults with Substantial Disabilities
- Parenting
- Home Economics
- Courses for Older Adults
- Short-Term Vocational (incl. apprenticeship)
- Workforce Preparation