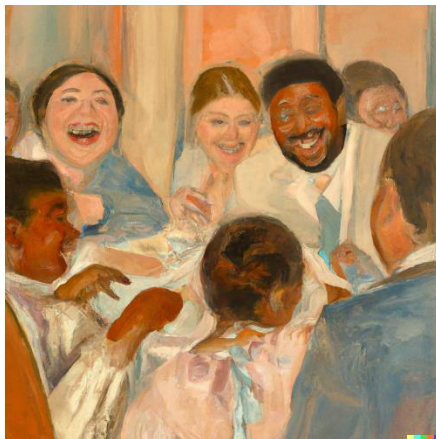


Curriculum Handbook

Fourth Edition



Shasta College

www.shastacollege.edu

Authored by 2015 - 2016 Curriculum Committee Members

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The Shasta-Tehama Trinity Joint Community College District (“Shasta College”) does not discriminate against any person on the basis of race, color, national origin, sex, religious preference, age, disability (physical and mental), pregnancy (including pregnancy, childbirth, and medical conditions related to pregnancy or childbirth), gender identity, sexual orientation, genetics, military or veteran status or any other characteristic protected by applicable law in admission and access to, or treatment in employment, educational programs or activities at any of its campuses. Shasta College also prohibits harassment on any of these bases, including sexual harassment, as well as sexual assault, domestic violence, dating violence, and stalking.

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About the *Shasta College Curriculum Handbook*

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

Section 1: About the Curriculum Committee

Board Policy on Program and Curriculum Development

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

As a public community college, functioning under the laws of the State of California, The Shasta-Tehama-Trinity Joint Community College District is committed to offer a comprehensive community college program which shall include the following:

- Courses in liberal arts, sciences, general education.
- Adult education courses.
- Courses in occupational, semi-technical or technical fields leading directly to employment.
- A program of general studies consisting of preparatory and/or developmental courses.

The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency.

Purpose of the Curriculum Committee

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

The Curriculum Committee is responsible for ensuring that all courses and programs meet the standards for approval stated in [Title 5, Section 55002 \(Standards and Criteria for Courses\)](#) and the [California Community College Chancellor's Office Program and Course Approval Handbook \(PCAH\)](#). The Committee ensures that all curriculum is sound, comprehensive and responsive to the evolving needs of Shasta College students as well as the academic, business, and local communities.

A Subcommittee of the Shasta College Academic Senate

The District has agreed to rely primarily on the advice of the Academic Senate in all matters related to curriculum, prerequisites, and degree and certificate requirements ([BP 2510 - Participation in Local Decision Making](#)). The Curriculum Committee reports to and is a subcommittee of the Shasta College Academic Senate. It oversees all college curriculum development, modification, and approval. Via the Academic Senate, the Curriculum Committee makes recommendations to the Vice President of Instruction regarding programs, degrees, majors, certificates, courses, and transfer requirements, including General Education requirements, course revisions, disciplines, and other matters which concern curriculum. In these matters, the Vice President of Instruction shall rely primarily upon the

advice and judgment of the Curriculum Committee acting in its capacity as a representative of the Academic Senate.

The GE Committee

The Curriculum Committee also has a standing subcommittee, the General Education (GE) Committee. The Curriculum Committee relies primarily upon the GE Committee to recommend course placements into GE patterns. Please see Article VII of the Curriculum Committee By-Laws (Appendix 1 below) for more information.

What the Curriculum Committee does:

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

Curriculum Committee Membership

The Shasta College Curriculum Committee shall have 13 voting and 2 non-voting members as listed below. With the exceptions of the Chief Instruction Officer (CIO), the elected Faculty Co-Chair, and the Articulation Officer, all Curriculum Committee members are elected or appointed annually by the faculty in their respective areas. If an area representative position is vacant, the area faculty may elect or appoint a faculty member from outside the area as their provisional representative.

- Faculty Co-Chair (non-voting)
- The Administrative Co-Chair (the current CIO; non-voting)
- There shall be 12 Representatives with one faculty representative from each of the following areas:
 - Communications, Fine Arts, World Languages
 - Social Sciences
 - Agriculture, Industrial Technology, Natural Resources,
 - Business, Technology
 - Health Sciences
 - Consumer Sciences, Early Childhood Education, Human Services, Nutrition
 - Career and Life Success, Health, Kinesiology, Physical Education, Public Safety, Student Development
 - English, ESL
 - Mathematics
 - Sciences
 - Library

- Counseling, Student Services
- Articulation Officer
- Student appointed by Shasta College Student Senate (non-voting)

In addition, the Curriculum Specialists from the Office of Instruction will attend all Curriculum Committee meetings and assist in preparing the agenda, keeping the minutes, and maintaining the Curriculum Committee website.

The names of current Curriculum Committee members are listed on the [Curriculum Committee website](#). The Curriculum Committee usually meets at 3:00 p.m. on the first and third Mondays of each month during the fall and spring semesters.

Timelines: The Curriculum Cycle

February to May	<ul style="list-style-type: none"> • The new cycle has begun in preparation for next year. Faculty begin • Completing their five-year reviews (See the current 5-year Review Chart) and • Engaging in conversations and preparations for any new courses or programs planned for next year’s Fall term (not for this year’s Fall term).
June to July	<ul style="list-style-type: none"> • New SC course catalog published at beginning of June. • University of California Transfer Course Articulation (SC Articulation Officer submits courses for approval.) • Faculty may continue reviewing and developing curriculum, but technical review and the approval process cease during these months. • The ASCCC Curriculum Institute convenes in July.
August to December	<ul style="list-style-type: none"> • Technical review and the approval process resume. • Faculty attend to curriculum deadlines posted in the Important Dates and Deadlines document on the committee website. • Faculty and curriculum reps keep track of course progress through the review and approval process and respond promptly to emails from curriculum specialists. • SC Curriculum Committee meetings occur regularly as scheduled to consider and recommend course and program proposals (both new and reviews) for approval.
December	<ul style="list-style-type: none"> • Last curriculum committee meeting of the year—first week of Dec. • Courses and programs must be on this last meeting agenda to make the new course catalog and be offered in Fall of next year. (Faculty may apply for a deadline extension by filling out the short Application for Exception for particular courses or programs.) • Shasta College GE committee meets to consider placing new courses in GE patterns. • Deadline for Articulation Officer to submit SC courses and programs to CSU GE, IGETC, and other articulation and GE-approving bodies. Approvals go into effect in Fall of next year.
January to February	<ul style="list-style-type: none"> • The committee considers any remaining exceptions and proposal impacts for approval; approvals at first meeting in February are likely to be the last that make the new course catalog. • Last year’s cycle ends, and a new one begins.

Responsibilities for Course and Program Changes

As noted above, [BP 2510](#) (Participation in Local Decision Making) establishes that Shasta College relies primarily on faculty in matters concerning curriculum. This means that except in rare instances, faculty are responsible for developing new curriculum and revising existing curriculum. All existing curriculum must be reviewed every five years to remain in the catalog as active.

However, upon the Curriculum Committee's approval of 1) minor program-impacting course changes (prefix, title, or course number), or 2) of deactivations that impact General Studies degrees and/or University Studies degrees, the Curriculum Specialists will make the appropriate changes in the relevant programs in CurricUNET.

Faculty will make all other program revisions, such as program-impacting unit changes, course additions, and major deactivations (affecting CTE certificates, AD-Ts, etc.).

The following annual deadlines apply:

- New courses and five-year reviews must come before the Committee by the last Curriculum Committee meeting in the fall semester.
- All program changes/updates known for the current curriculum cycle must come before the Committee by the published deadlines on the committee website.
- The Curriculum Committee may make exceptions to these deadlines for urgent changes dictated by recent changes in a field or trade.

Committee-approved course modifications may not go into effect if the impacted programs are not updated and submitted by the February deadline.

Program changes made after the deadline will be completed as part of the next curriculum cycle.

In order to encourage faculty to keep these deadlines, the Curriculum Committee supports the following practices:

- The division deans, in a supervisory role, will remind and follow up with individual faculty, noting specific courses and programs needing to be reviewed or updated. The division deans will send out a form letter (email) on behalf of the Curriculum Committee, and this letter will remind faculty that their courses, if not reviewed in a timely manner, may not appear on the coming semester's schedule. The deans will send a copy (email) of requests for course and program changes and other curriculum-related communication to the faculty member's Area Representative on the Curriculum Committee. Ideally, any course revisions will be reviewed by all faculty in the discipline.
- The Area Representatives, in a peer-coaching role, will remind and offer help to their area faculty members with completing their curriculum duties.
- The Curriculum Specialists will compile a list of change-impacted programs that have not yet been updated and submitted for curriculum review by the end of the fall semester. By early January, the Curriculum Tech will notify the deans who will then notify the appropriate Area Representatives and the Faculty responsible for updating these programs; the Curriculum Tech will present this list (of programs that need updates) to the Curriculum Committee with the agenda for the first Committee meeting in the spring semester. This list should provide opportunities for the deans and Area Representatives to follow up with faculty on any programs that still need to be updated.

It should also be noted that in presenting any new or substantially modified courses or programs to the Curriculum Committee, the Area Representatives will generally represent their area colleagues' perspective, but area faculty should plan on attending the meeting to help make their case.

Curriculum Development, Revision, and Approval

Ideas for curriculum development may originate from, but are not limited to, the following sources:

- Faculty, student, or administrator input
- Advisory committee recommendations
- Changing requirements at transfer institutions
- Analysis of disaggregated equity data
- Special service population needs
- Significant changes in pedagogy/curriculum standards
- Specific private sector and/or public agency needs
- State mandated curriculum
- Required annual review of approximately 20 percent of existing curriculum resulting from required five-year review

Criteria for Evaluating Curriculum

When evaluating curriculum proposals for approval, the Curriculum Committee shall consider 6 key questions:

1. Does the curriculum meet the requirements of the Program and Course Approval Handbook (PCAH), align with District's ISLOs, and meet Title 5 requirements?
2. Is the proposed curriculum consistent with the mission of the District?
3. Is there a demonstrated need for the curriculum?
4. Does the proposed curriculum demonstrate a quality design?
5. Has the feasibility of offering the curriculum been evaluated?
6. Does the curriculum comply with all applicable state and federal laws, licensing body requirements, and/or accreditation standards?
7. How does this curriculum proposal promote successful outcomes for all students?

Similarly, faculty creating or revising curriculum should ask themselves the same questions. Each of these is explained below:

a. Does the curriculum meet the requirements of the Program and Course Approval Handbook (PCAH), align with District's ISLOs, and meet Title 5 requirements?

[The Program and Course Approval Handbook \(PCAH\)](#) assists California Community College administrators, faculty, and staff in the development of programs and courses and the submission of these proposals for review by the Chancellor's Office. The Chancellor is required by law to prepare and distribute this handbook for program and course approval, a task handled by the Academic Affairs Division. The PCAH was developed to provide the CCC system with general guidelines and instructions for the submission of curriculum for approval and maintenance. It provides, among

other things, criteria for developing courses or programs, standards for approval, and it encapsulates all the Title 5 and regulatory language on curriculum in one place.

The District's ISLOs (Institutional Student Learning Outcomes) have been identified in consultation with the Academic Senate and are designed to support student success. The ISLO are set forth in [BP 1300](#) (Institutional Student Learning Outcomes) and are as follows:

1. Critical Thinking: Critical thinking is the ability to comprehend, communicate, or engage in problem-solving or strategy-building techniques.
2. Information Competency: Information competency is the ability to find, evaluate, use and communicate information in all its various formats.
3. Effective Communication: Effective communication is the ability to effectively use written, oral and nonverbal communication.
4. Quantitative Reasoning: Quantitative reasoning is the ability to use appropriate mathematical methods.
5. Self-Efficacy: Self-efficacy is the confidence and ability to perform the courses of action required to effectively meet personal, social, academic and professional goals.
6. Workplace Skills: Workplace skills provide the ability to perform effectively at work.
8. Community and Global Awareness: Community and global awareness includes an understanding of community and global issues and cross-cultural awareness.

All courses at Shasta College need to address at least one of the ISLOs.

[Title 5, Section 55002](#) (Standards and Criteria for Courses) specifies the criteria that different types of courses must meet. A brief summary of some of the important standards for each type of course is outlined here.

Associate Degree-Applicable Credit Courses - courses numbered 1-199 at Shasta College:

Associate degree-applicable credit courses are numbered 0-199 at Shasta College. These are courses that have been designated as appropriate to the associate degree in accordance with the requirements of [Title 5, Section 55062](#) (Types of Courses Appropriate to the Associate Degree). Degree-applicable courses must meet the standards specified in Title 5, section 55002(a)(2) () in a number of categories that are detailed in the [PCA](#), pp. 41-42. These include grading policy, units, intensity, prerequisites/corequisites, basic skills requirements, and difficulty and level. A few notes on some of these:

- Grading Policy: All degree-applicable courses must culminate in a recorded grade based on the standards outlined in Title 5, section 55023. This includes demonstrated proficiency in the subject matter, and the ability to demonstrate proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem

solving exercises or skills demonstrated by students. This is important in terms of what is stated in the types of assignments on the COR.

- Intensity: Title 5, section 55002(a)(2)(C) establishes the standard that degree-applicable credit courses must be designed with sufficient scope and rigor to require students to spend additional, independent study time beyond class hours. The COR should provide sufficient scope and rigor to account for outside-of-class hours.
- Difficulty and Level: Title 5, section 55002(b)(2)(F) and (G) require that degree-applicable courses include work requiring critical thinking and understanding and application of concepts at a college level. Additionally, the local approval process must ensure that each degree-applicable course includes learning skills and vocabulary that are at college level.

Nondegree-Applicable Credit Courses - courses numbered 200-299 at Shasta College:

Nondegree-applicable credit courses are numbered 200-299 at Shasta College. Nondegree-applicable courses must meet the standards specified in Title 5, section 55002(b) in a number of categories that are detailed in the [PCAH](#), pp. 43-44. Here, the course materials and level of difficulty are not required to be at the college level. Courses in this category must demonstrate a scope and intensity that prepares students, either through completion of this course or a required sequence of courses linked to this course, for degree-applicable work.

Noncredit Courses – courses numbered 300-399 at Shasta College:

Noncredit courses are numbered 300-399 at Shasta College and occupy a separate section of the [PCAH](#), and it can be found on pp. 116-122. Noncredit courses are classified into 10 legislated instructional areas (nine defined in Ed. Code Section 84757 and the tenth is defined in Title 5, Section 55151). The placement of a course in a given instructional area is driven by the course objectives and target population to be served. These are the 10 areas

1. English as A Second Language (ESL) courses.
2. Immigrant courses are designed for immigrants eligible for educational services in citizenship, ESL, and workforce preparation courses in the basic skills of speaking, listening, reading, writing, mathematics, decision-making and problem-solving skills, and other classes required for preparation to participate in job-specific technical writing.
3. Elementary and Secondary Basic Skills courses includes basic skills academic courses in reading, mathematics, and language arts. Basic skills courses provide instruction for individuals in elementary and secondary-level reading, writing, computation and problem-solving skills in order to assist them in achieving their academic, career, and personal goals.
4. Health and Safety courses focus on lifelong education to promote health, safety, and the well-being of individuals, families, and communities.
5. Substantial Disabilities courses are designed to provide individuals with life-skill proficiencies essential to the fulfillment of academic, career technical, and personal goals.

6. Parenting courses include courses and programs specifically designed to offer lifelong education in parenting, child development, and family relations in order to enhance the quality of home, family, career, and community life.
7. Home Economics or family and consumer sciences includes courses and programs designed to offer lifelong education to enhance the quality of home, family, and career and community life.
8. Courses for Older Adults offer lifelong education that provides opportunities for personal growth and development, community involvement, skills for mental and physical well-being, and economic self-sufficiency.
9. Short-term Vocational Programs are designed for high employment potential that lead to a career-technical objective, or a certificate or award directly related to employment. Short-term vocational programs should be designed to: improve employability; provide job placement opportunities; or prepare students for college-level coursework or transfer to a four-year degree program.
10. Workforce Preparation courses provide instruction for speaking, listening, reading, writing, mathematics, decision-making and problem-solving skills that are necessary to participate in job-specific technical training.

In addition to the 10 eligible areas, Title 5, sections 58168-58172 authorize community colleges to claim apportionment for supervised tutoring and learning assistance under noncredit. Apportionment for supplemental learning assistance may be claimed for credit supplemental courses in support of primary/parent credit courses, or for noncredit supplemental courses (in any of the ten noncredit eligible areas outlined in Ed. Code, § 84757) in support of primary/parent noncredit courses. Only in limited circumstances, such as ESL and basic skills, may colleges offer noncredit supplemental learning assistance courses in support of credit courses. Also, in occupational areas, colleges may establish supplemental noncredit short-term vocational courses in support of credit occupational courses.

All noncredit courses are required to have an official COR that meets the standards in title 5, section 55002 (a)(3) as well as the District's own standards for all curriculum. It is up to the Curriculum Committee to determine that course elements of the COR are of a rigor appropriate to the intended students.

Noncredit courses are repeatable.

b. Is the proposed curriculum consistent with the mission of the college?

The primary mission of community colleges is to provide quality programs in transfer and career education and to provide instruction for the mastery of basic skills and English as a second language.

The first priority of the college is to offer degree and certificate programs in lower division arts and sciences and in vocational and occupational fields. A second important and essential function is to offer remedial instruction, English as a Second Language, and support services that help students

succeed at the postsecondary level. Third in importance is the offering of adult noncredit education in areas defined as being in the state's interest.

Shasta College's mission and vision are as follows:

Mission

Shasta-Tehama-Trinity Joint Community College District empowers students and strengthens the diverse communities we serve. As a teaching-centered institution, we are committed to student success in the classroom and beyond. We strive to foster a sense of belonging and ensure that every student, regardless of background, has the resources they need to thrive. Through quality instruction and compassionate support, we offer career-oriented programs and transfer degrees to prepare students for meaningful professions and active engagement with our communities.

Vision

Shasta College is a nationally recognized model community college engaging its communities through innovation in student learning and growth.

c. Is there a demonstrated need for the curriculum?

Need must be demonstrated by student demand, transfer agreements, labor market information and/or matriculation data. Need for a course might also be indicated by its satisfaction of a general education objective, by its fulfillment of a basic skills need in the curriculum, or by its meeting a community need. When considering the need for a course or a program on campus, it is important to consider the relationship of the proposed curriculum to curriculum which already exists. For instance, a course should not substantially duplicate material in another course, even if the courses are in different disciplines. It is better to alter an existing course than it is to develop an entirely new course which may compete with an existing course for its students.

d. Does the proposed curriculum demonstrate a quality design?

The curriculum must possess a quality of design which is consistent with its objectives. It must have objectives whose fulfillment can and will be demonstrated by students upon completion of the course. The program or the course must be coherent in nature. In the case of a course, the actual content, methods of instruction, text, types of assignments and methods of evaluation must be the most effective means available to fulfill the objectives of the course. In the case of a program, the program must include all courses necessary to meet the program's objectives, and all courses must be offered in an appropriate sequence which can be completed in no longer than two years.

The curriculum must display **rigor** and **currency**. Students who complete the course must possess a given level of knowledge and competence which meets the expectations of anyone who needs to rely upon it. For example, instructors of subsequent courses for which a course is a prerequisite, transfer institutions, and employers—all must be able to rely on the rigor and currency of the curriculum. The curriculum must cover all expected knowledge of a subject, and students who pass the course or complete the program must demonstrate that they possess this knowledge. Quality, then, depends on the coherence of the curriculum, its rigor and currency, and effective approaches

to teaching the discipline. It is often a function of the extent to which faculty from different disciplines are able to work together to assure that the actual course design takes full account of the interdependence of other courses and that the design increases the likelihood of success for students as they move from one course to another.

Does the curriculum reflect current best practices in the course and academic discipline?

How has the rapid development of AI affected assessment, academic integrity, and/or discipline-specific expectations? How might curriculum revisions uphold quality and currency of instruction?

Local research and SLO data inform high quality curriculum. Division deans, area coordinators, and the research office can connect faculty with valuable data and resources.

e. Has the feasibility of offering the curriculum been evaluated?

The role of the Curriculum Committee is not to determine whether proposed curriculum is feasible; its role is to ensure that the feasibility of the offering has been studied and determined viable by all appropriate members of the campus community.

The Curriculum Committee should verify that the following issues have been addressed:

- The costs of offering the curriculum are clearly specified and are understood.
- The college has appropriately qualified faculty available.
- The college has the facilities, equipment, library resources, and other instructional support services necessary to support the course or program as designed at the level of quality defined in the program.
- The college will be able to offer the course, or each course in a program, at least once every two years.
- The resources necessary to initiate and maintain the proposed curriculum can be made available without jeopardizing the college's fiscal stability, the quality of other courses and programs, or the overall curricular balance of the college.

At a minimum, the Vice President of Instruction, a Library Specialist, and the appropriate division dean must be able to affirm that these issues have been studied and that the course or program offering is feasible.

f. Does the curriculum comply with all applicable state and federal laws, licensing requirements, and/or accreditation standards?

There are courses and programs which must comply with Perkins, PACE, BRN, or other external requirements, and other courses may be regulated by apprenticeship or licensing requirements. All proposed curriculum must adhere to mandated guidelines.

g. How does this curriculum proposal promote successful outcomes for all students?

As faculty write and revise curriculum, they have the opportunity to pursue core aspects of SC's mission: "As a teaching-centered institution, we are committed to student success in the classroom

and beyond. We strive to foster a sense of belonging and ensure that every student, regardless of background, has the resources they need to thrive.” In addition, by considering Question “g” and the sub-questions below, curriculum authors work to meet Title 5 requirements (Section 55001) and, for online materials, federal [Web Content Accessibility Guidelines \(WCAG\)](#).

- Do disaggregated course/program data indicate any disproportionate impact to identified groups of students? What aspects of the curriculum attempt to “accommodate and engage diverse student bodies” and promote greater diversity, equity, or inclusion?
- Does the course/program take steps to ensure that every student can participate equally in learning? How does the curriculum incorporate the principles of Universal Design for Learning (UDL), “provid[ing] multiple means of representation, engagement, and expression to support learner variability and diversity” ([Title 5, Section 55001](#)).

Section 2: The Course and Program Approval Process

The Review Process

Faculty have the privilege of writing and reviewing curriculum, both courses and programs, so this is where the process begins. After faculty course authors have written/reviewed and submitted a course/program in the curriculum management system (CurricUNET), the administrative and technical review processes begin. The curriculum goes through review by the following people/positions in order:

- Articulation Officer
- Library (UDL review)?
- Dean
- Distance Education Coordinator
- Technical Review Committee (TRC)
 - Curriculum Specialists/Technicians
 - Faculty Curriculum Chair

At each level of the review process, but particularly at the TRC level, reviewers may make suggestions for improvements to the curriculum, and they note these in CurricUNET and by email. These suggestions will make the course/program more likely to receive the Curriculum Committee’s vote and recommendation for approval. If faculty respond to these suggestions quickly, whether making the recommended changes or explaining why those changes are not desirable, the course proceeds quickly through the process and is listed on the agenda of the next Curriculum Committee meeting.

The Approval Process for New Courses

The Curriculum Committee plays a central role in giving input on and approving any new courses or deactivating any existing ones. In fact, any alteration to the curriculum at Shasta College (excluding Community Education courses) must be approved by the Curriculum Committee prior to its

implementation. Again, faculty should consider the above criteria for evaluating curriculum when proposing new or deactivating existing curriculum.

The Curriculum Committee then recommends courses and programs to the local Academic Senate for approval. The Academic Senate relies primarily on the Curriculum Committee in matters of curriculum, voting only on new courses and programs. New courses and programs, if approved by vote in the Academic Senate, go on to the district's Board of Trustees.

Per [Board Policy 4020](#), any new course must be approved by the Board of Trustees. The Vice President of Instruction, who serves as the Administrative Co-Chair of the Curriculum Committee, is required to present any new courses to the Board, and there, courses are often scrutinized closely as to whether they fit the evaluation criteria above. It is strongly recommended that, when proposing any new course, faculty discuss it with their supervising administrator and all other stakeholders (including their entire department and related departments) before it comes to the Curriculum Committee.

New Course/Program Checklist

Writing a new course or program is a major undertaking, and doing it successfully requires careful planning and lots of communication. Nobody wants to find out, after spending hours writing curriculum, that the Curriculum Committee, Academic Senate, and/or Chancellor's Office is unlikely to approve it. So, the committee recommends the following checklist as a guide.

Complete the following steps to increase the likelihood of a new course/program's approval. Though we recommend the following order, several of these steps may need to be done in a different order or may need to be repeated, depending on your course/program and the answers you get along the way.

- Talk with other faculty in your department/area, and in related areas, about your purposes for the new course/program and how those might be met. Does Shasta College already have a course or program that could fit these purposes? What advantages might a new course/program bring to students?
- Do some research to see if other colleges offer a similar course/program.
 - If so, consider contacting faculty at that college to learn from them.
 - If a certificate/program is in a vocational/CTE area, you may need to gather labor market data, gather support from a local advisory committee, and get approval from the [North Far North Regional Consortium](#). Requirements are listed in the [PCAH](#) (pp. 87-89) and in the [SC Curriculum Handbook](#), Section 2. *Work with your dean to complete these.*
- Discuss your ideas with your division dean and inform the VP of Instruction (All new courses and programs are subject to final approval by the Board.) Consider together the Evaluation Criteria in the Curriculum Handbook.
- Consult Shasta College's Articulation Officer (Rebecka Renfer, rrenfer@shastacollege.edu) if the course will need any GE approvals.
- If writing a program, consult with Program Review Committee leadership for program-specific tips or concerns.

- ❑ Begin writing the course/program, following carefully any relevant models, such as C-ID descriptors for courses, transfer model curriculum (TMC) for programs, other colleges' courses/programs, or other guidelines from governing bodies in your discipline.
- ❑ Consider how the course/program might maximize success for all students. Which features of the course/program address the needs to engage diverse students, advance equitable outcomes, promote the inclusion of all students, and ensure accessibility for all students?
- ❑ Complete the course outline of record (COR) or program outline in CurricUNET and, thus, submit it to the curriculum approval process.
- ❑ Track the progress of your course/program in CurricUNET. Be ready to respond if reviewers have questions or make suggestions. This will bring your course/program to the Curriculum Committee quickly and with a high likelihood of success.
- ❑ Be patient: All new courses/programs also must go through the Academic Senate, Cabinet, the Board of Trustees, and in most cases, the Chancellor's Office. Plan ahead so the new course/program can be offered at the desired start date!

Deactivating Old Courses

Course deactivations do not go to the Board and are, therefore, easier to do. Any course that has not been taught in 5 or more years should be deactivated. Please note, a deactivated course can always be reinstated. The benefit of deactivating a course that is no longer serving student needs is that it is not subject to regular 5-year review. Moreover, it is pulled from the Catalog, meaning it clearly and accurately communicates to students that it will not be taught any time soon. Having extraneous courses in the Catalog is a sort of "false advertising." The Curriculum Committee may, by vote, require deactivation of a course that has not been offered (run/taught) in the last five years and/or no longer appears to be serving student needs.

However, deactivated courses do not disappear from college records and can, therefore, be reactivated in one curriculum year/cycle if faculty determine that conditions have changed and that the course is needed. In this case, the course would go through the usual, new-course approval process.

Procedure for existing courses not successfully offered (run) in five years

When reviewing a course that has not been offered (run/taught) in five years or more and yet needs to remain active, the faculty member(s) in charge of the course should attend the curriculum committee meeting, when the course is on the agenda, to argue for the sustained activation of the course **or** should submit a *written statement of intent to offer the course*, including an argument for not deactivating the course. Preferably, faculty submit the letter to their Area Representative on the curriculum committee or to the Faculty Curriculum Chair prior to the meeting at which the course is first on the agenda; however, faculty may submit the letter after the committee has tabled the course or voted to deactivate the course.

After considering the faculty members' statements, oral or written, *the committee votes to approve the course (with appropriate revisions) or to deactivate*. If the committee votes to deactivate, the committee directs a faculty member, such as the area coordinator or the curriculum chair, to deactivate the course in the CMS (CurricUNET).

Approval Process for New Programs

The Curriculum Committee also has a role in approving new programs. Before proposing a new program, program developers should ask similar questions to what is asked when creating new courses: Does it align with District’s ISLOs and meet Title 5 requirements? Is it consistent with the mission of the District? Is there a demonstrated need for the new program, particularly as demonstrated by labor market or other data? Does it demonstrate a quality design? Has the feasibility of offering the program been evaluated? And does it comply with all applicable state and federal laws, licensing body requirements, and/or accreditation standards? Moreover, before a program is developed, faculty and administrators should determine who will be responsible for it: completing program reviews, revising the program, etc. The stakes for an entirely new program are much higher than those for simply creating a new course.

The process for getting a new program approved is described in [AP 4020](#) (Program and Curriculum Development). This process has been revised repeatedly, so it is best to review it online for updates. The current version, as of this publication, is below.

1. Faculty, dean and any sponsors discuss program proposal.
2. The faculty and dean of appropriate discipline, develop proposal for new program using Curriculum Committee format. The Assistant Superintendent/Vice President of Instruction shall be informed of the proposal.
3. The proposal is presented to the Instructional Council for feedback.
4. The complete proposal is presented to the Superintendent/President’s Cabinet for feedback.
5. The complete proposal is submitted to the Curriculum Committee.
6. The Curriculum Committee considers the proposal. The Curriculum Committee forwards the proposal to the Academic Senate Executive Committee with its recommendations.
7. The Academic Senate considers the Curriculum Committee’s recommendations at an open meeting, then votes to approve or not approve the proposal.
8. In the case of a proposal of 16 or more units: Relying primarily on the advice of the Academic Senate, the Superintendent/President recommends, or declines to recommend, the new program to the Board of Trustees.
9. Programs of 16 or more units are submitted to the Chancellor’s Office for approval. Programs less than 16 units may proceed to the next step without submitting to the Chancellor’s Office.
10. Upon the Chancellor’s Office approval (or local approval for low unit certificates), new program information is submitted to the ACCJC for Administrative Approval. Programs that represent a substantive change (as defined by ACCJC) will require the submission of a Substantive Change Report. Whether Administrative Approval or Substantive Change Report is required, final approval from ACCJC is required before the program begins.

New CTE Certificates and Programs—Additional Requirements

Please note that if the goal of the new program or certificate is “Career Technical Education (CTE)” or “Career Technical Education (CTE) and Transfer,” then the following are required as additional supporting documentation and approvals. Listed below are what must be included in addition to what is listed on the check list for program approval. Work with your division dean to complete these steps.

1. Current Labor Market Information (LMI) and analysis must show that jobs are available for program completers within the local service area of the individual college and/or that job enhancement or promotion justifies the proposed curriculum. Refer to Section 3 (Credit Course Programs and Standards) of the [PCAH](#) for more details.
2. There must be minutes from the program Advisory Committee including a recommendation for this new degree or certificate.
3. Included in the application must be approval from the Regional Consortia and the minutes of the meeting that contain the approval for this new program.
4. If the program is designed both for CTE and transfer preparation, the application must include appropriate transfer preparation documentation from the list of allowable documents.

Once a program has been put in place, the program sponsors should work with the Program Review Committee (PRC) to get it on the program review schedule.

Process for Creating Associate Degrees for Transfer (AD-T)

All AD-T degrees (AA-Ts and AS-Ts) will follow the process described above as far as getting program approval. It should be noted, however, that AD-Ts involve some additional steps that are unique to these types of degrees.

Beginning in Fall 2011, California Education Code section 66746(a) required that community colleges develop and offer “associate degrees for transfer” that require students to meet both of the following requirements:

1. Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:
 - a. The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements.
 - b. A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
2. Obtainment of a minimum grade point average of 2.0.

Title 5, Section 55063(a), also requires that students must earn a C or better in all courses required for the major or area of emphasis.

In addition, Education Code section 66746 subdivision (b) prohibits a community college district from imposing any additional course requirements, in addition to these requirements, for a student to be eligible for the AD-T, and subdivision (e) prohibits allowing remedial non-collegiate level coursework to be counted toward the units required for the AD-T. Title 5, Section 55002(b), describes such courses as “non-degree-applicable credit courses.”

The benefit for students completing these AD-Ts is that the CSU system is required by Education Code section 66747 to “guarantee admission with junior status to any community college student who meets all of the requirements” for the associate degree for transfer. CSU is required to grant priority admission for a student with this associate degree “to his or her local [CSU] campus and to a program or major that is similar to his or her community college major or area of emphasis, as determined by the

[CSU] campus to which the student is admitted.” In addition, section 66747 states that “a student admitted under this article shall receive priority over all other community college transfer students, excluding community college students who have entered into a transfer agreement between a community college and the California State University prior to the fall term of the 2012/13 academic years.”

When an AD-T is approved by the CCC Chancellor’s Office, the CSU Chancellor’s Office will be notified so that the approved associate degree and its similar CSU baccalaureate degrees may be identified. These data will be used to identify eligible students who apply to the CSU for admission as described in Education Code section 66747.

The ultimate advantage for students completing AD-Ts is that the associate degree may not require more than 60 semester (or 90 quarter) units; and after transferring into the appropriate program at the CSU, the baccalaureate degree may not require more than 60 additional semester units, for a total of 120 semester (or 180 quarter) units required for the baccalaureate degree (pursuant to Education Code section 66748). Title 5 Section 66748(b) allows an exception for the maximum units required at the CSU when the Chancellors of the CSU and the CCC systems, and their respective Academic Senates, specify high-unit majors that require more than 120 semester (or 180 quarter) units for the baccalaureate degree. The CSU is prohibited by Education Code section 66748(c) from requiring a transferring student with this associate degree to repeat courses that are similar to those taken at the community college that counted toward the associate degree for transfer.

The designators for the Associate in Arts for Transfer (AA-T) and the Associate in Science for Transfer (AS-T) degrees have been established by the ASCCC and are reserved only for associate degrees that meet all requirements of SB 1440 and Education Code section 66746.

To propose an AD-T degree, do the following:

1. Locate the major from the list of approved TMC’s (Transfer Model Curriculum) [from the California Community Colleges C-ID website](#).
2. Review the courses listed on the TMC template as well as the comments made by the Faculty Discipline Review Group (FDRG) when creating the TMC.
3. Review the Shasta College courses that commonly transfer as major preparation to the local area CSU’s (Chico, Humboldt, Sacramento). These major preparation articulation agreements are listed at www.assist.org. Consider local CSU major requirements when selecting courses for the optional categories. The AO or a counselor can be helpful here.
4. Consult with the Articulation Officer regarding C-ID approval and course articulation required for approval of the AD-T. The AO will initiate C-ID submission of courses if needed.

All AD-T proposals require a Narrative, TMC Template, and applicable ASSIST reports. Refer to the Program and Course Approval Handbook ([PCAH](#)) for specific instructions on application fields, completing narrative, and including appropriate supporting documentation. Then, do the following:

1. Complete the Narrative. You may find examples of other recently approved AD-T narratives by contacting your division dean, faculty colleagues, or Articulation Officer.
2. Complete the template.
3. GE units. “Total units that may be double-counted” field is often confusing. The number entered may not exceed the limit established for that specific GE area (CSU or IGETC), not the course unit value assigned by the college. The Curriculum Specialists or Articulation Officer can provide the number of units which can be double-counted for CSU GE and IGETC.

4. Submit the proposal to the Curriculum Specialists in the Office of Instruction. A preliminary program proposal will be forwarded to Instructional Council, Curriculum Committee, and President's Cabinet.
5. The Curriculum Specialists will enter the data fields noted in the [PCAH](#) to the CCC Curriculum Inventory.

Program Design Recommendations

1. Consider the principles of the Student-Centered Funding Formula (SCFF).

- Prioritize AD-Ts and transfer.
- Aim for timely completion.
 - Eliminate bottlenecks by removing or revising requirements for bottleneck courses.
- Prioritize certificates that are “stackable.”
 - Stack a certificate with other related majors courses to create a more viable associate degree.
 - Downsize high-unit certificates by creating 16-unit stackable certificates or creating a mirrored noncredit certificate.
- Focus on living wages +.
- Design smart! Student-centered program design.
 - Bundle courses or course groups to create certificates of 16+ units. (16+ unit certificates are transcriptable certs through the Chancellor's Office.)

2. Questions for program analysis:

- Does transfer make sense for this discipline? If so, build the core majors courses around CalGETC vs. the local GE pattern. This would mean fewer majors courses (26 vs. 39 units).
- Is an associate degree needed or just a certificate? Does the associate degree increase employability, professional mobility, or wages?
- Is offering a large number of majors courses practical, given the human resources (faculty)?
- Could certificates be stacked? What are the target students for this cert/program? Think Part A skillset, Part B skillset (maybe Part C skillset). Think noncredit options for employed professionals seeking to upskill.
- Do bottleneck courses or requirements exist? What do or will course enrollments look like? Use the program review data that the Research Office provides each year. Possibly design around healthy-enrolled courses.
- What is the likely time to completion for the target groups of students? Design Program Maps.

3. Financial aid considerations:

- Noncredit courses and certificates are not eligible for financial aid unless the programs have special allocations or external funding sources. (But, noncredit courses and certificates are free—no cost to the students.)
- Generally, certificates need to have 16+ units to be eligible for financial aid, though some exceptions exist.
- For more information on certificate/program eligibility for state and federal financial aid, see [Appendix 6: Certificate Title IV Financial Aid Eligibility](#).

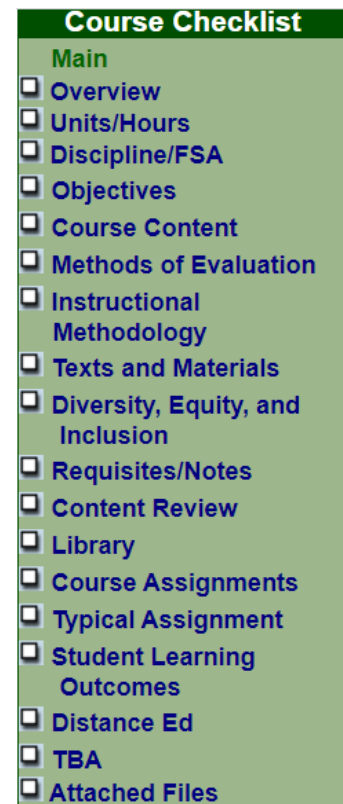
Program Review and Discontinuance

The Program Review Committee (PRC) manages the review and discontinuance of programs and informs the Curriculum Committee when a decision is made to discontinue a program. The Curriculum Committee

does not actively participate in this process. The [PRC website](#) offers lots of helpful information on the program review process.

Creating or Revising the Course Outline of Record (COR)

The Course Outline of Record (COR) is the most important part of the curriculum documentation that the Curriculum Committee will consider. Faculty creating or revising curriculum will do so through CurricUNET. How to log on to and use CurricUNET is summed up in Appendix 7 and 8 below. CurricUNET presents faculty with a checklist of items to be completed on the COR:



Ultimately, each item will have to be addressed before the new or revised course can come to the Curriculum Committee. The comments below are paraphrased from [“The Course Outline of Record: A Curriculum Reference Guide,”](#) from the state Academic Senate’s Curriculum Committee in 2008.

The Course Outline of Record (COR) is of utmost importance to the California Community College Chancellor’s Office, Shasta College, and the student. Standards for the COR appear in Title 5 regulations, in the Chancellors’ Office Program and Course Approval Handbook ([PCA](#)H), and in the Accrediting Commissions for Community and Junior College’s (ACCJC) accreditation standards. System-wide intersegmental general education agreements with California State University and the University of California (CSU-GE and IGETC) and course alignment with C-ID may also place requirements upon the course outline for content and the currency of textbooks and other learning materials.

The COR is vital to the college’s program review and accreditation process. It justifies public funding for the course, is the basis for articulation agreements, and determines what courses will count for transfer

credit. The COR also provides the basis for the development of specific syllabi, for different sections of the same course, by individual instructors and defines what the instructor is to be held accountable for with respect to the curriculum. The COR must be sufficiently specific that any instructor will understand what is expected. It should be as non-prescriptive as possible, in order to permit instructors the maximum latitude to take advantage of what they do best as teachers and to vary the course to meet the needs of other teachers as well as different students.

The COR is a set of specifications while the course syllabus is an individual design that meets the specifications. Note that it is up to the instructor familiar with the COR to design a syllabus that describes the specific sequence, emphasis, and formulation of course content, selection of materials, and assignments which will be used in his or her course section. Faculty may draw on their professional expertise to organize a course in the manner of their choosing. The content of the course, however, is established by the COR and cannot be altered. In other words, the specific sequence, emphasis, and selection of materials and assignments should not be specified in the COR itself except where existing licensing or accrediting bodies have dictated such specifics, or in the following situations:

- The faculty involved have agreed to teach such specifics and prefer that they be in the outline;
- Subsequent courses for which the course in question is a prerequisite presuppose such specificity; or
- Articulation agreements for the transfer of credits for the course in question assume such specifics.

Courses in licensed occupations (e.g., nursing, fire) will probably need outlines with a high degree of specificity as their purpose is externally driven. At the other end of the spectrum, courses that focus upon the questioning of fundamentals (e.g., philosophy, sociology) will have the least specific course outline.

What follows in this section are some key points regarding the completion of the COR and other curriculum-related requirements.

Curriculum Cheatsheet: Brief Guidelines for Writing or Reviewing the COR

The Curriculum Committee has developed a “cheatsheet” to summarize some of the most important aspects of either writing a COR or reviewing one as a member of the Curriculum Committee:

Why It Matters: Articulation agreements with other colleges, transfer credit, public funding, course evaluation, academic quality and consistency, accreditation, communicating to faculty and students, and fulfilling full-time faculty contracts and “10+1” responsibilities for participatory governance.

Who Is the Intended Audience: Faculty who teach the course; Curriculum Committee and local governing board; college administration; discipline faculty and articulation officers from other institutions; potential employers, advisory bodies, regional consortia; ACCJC visiting teams; CCC Chancellor's Office; and students.

When Should It Be Completed: Every 5 years as indicated by the Five-Year Curriculum Review chart and by the posted Deadlines at the [SC Curriculum Committee website](#). Timely reviews ensure courses continue being offered!

Where to Create/Review It: [Log in at CurricUNET](#) to build, track, or search for a course/program proposal. (Need help? Contact the curriculum specialists in the Office of Instruction.)

How? Expectations for a Well-Written Course Outline of Record (COR): Be specific and clear, make sure the components of the COR are coherent and integrated, and complete each component required by Title 5 (see below).

Units and Hours: Lecture unit = 18 hrs. (1 hr. per week); Lab unit = 54 hrs. (3 hrs. per week); Work Experience Education unit = 54 hrs. (3.5 hrs. per week) paid/unpaid; Other independent study (such as distance ed. hours) unit = 54 hrs.

Course Description: This section provides a brief summary of the course's focus and purpose. Differentiate it from other courses with specifics about the level, scope, and intensity of the course. Address the widely varied intended audience, and remember that this component is written verbatim in the college catalog. Be concise, but use complete sentences when possible. Use standard punctuation for clarity.

Course Objectives: This section contains objectives that describe "the concepts or skills faculty introduce to students in a course or program in order to prepare students to meet a student learning outcome. Objectives are the means, not the ends" (ASCCC 2017). Each objective completes the sentence stem, "Upon successful completion of this course, the student will (be able to)" Begin each with a measurable/observable action verb, preferably one from Bloom's Taxonomy. Emphasize higher-order, critical-thinking skills when possible. Be specific and concise. Consider models from other courses, C-ID, and/or discipline-specific governing bodies. Sample objective: *1. Evaluate the effectiveness and morality of popular motivation techniques.*

How many objectives should there be per course? There is not a specific requirement, but consider the following guidelines: Balance (try to keep the number of objectives roughly balanced with the amount of course content); Measurability (is it reasonable to measure each of these objectives in the course?); Proximate Norms (if you need a target number, aim for 3-6 objectives per unit).

Course Content: This section outlines the material—topics, subtopics, categories, ideas—taught in your course. It should be outlined clearly using standard outlining practices, such as listing more than one sub-item where sub-items are listed (if there is an A, there should be at least a B, and if a 1, there should also be a 2, etc.) Make sure the listed content items correlate, at least loosely, with your objectives to communicate a unified course focus. If science courses have lab and lecture combined, the content needs to distinguish lab activities from lecture content. Also, consider model outlines from C-ID and other governing bodies. This is one component of the outline that may need to mention specific items to receive approval from these bodies.

Texts and Materials: This section provides examples of current texts and materials that could be used in the course. This may include Open Educational Resources (OER), software, or other electronic resources as well as printed books and materials. Be sure these are up-to-date (within 7

years), with the most current edition listed, or be prepared to explain the educational reasons why you are using an older text.

Methods of Instruction, Types of Assignments, Typical Assignments, Methods of Evaluation:

These sections address the methodology and rigor of the course. Be as specific and clear as possible. For most transfer-level courses, check Essays and Essay Exams from the appropriate menus, and indicate where writing/essays are or may be used. This demonstrates that the course meets Title 5 essay/writing expectations.

IDEAA (Inclusion, Diversity, Equity, Anti-Racism, and Accessibility) and UDL (Universal Design for Learning): Check the appropriate IDEAA and UDL boxes. Then, in the IDEAA and UDL Statement box, describe specific aspects of the COR and course that promote IDEAA and/or UDL as indicated in the checkboxes.. See the SC Curriculum Committee website for documents with good sample statements and examples. Consider disaggregated equity data here and throughout the COR.

Requisites and Content Review: For each pre- or co-requisite course (not necessary for advisories), complete the Content Review section in CurricUNET. Select “objective-to-objective” and then select, from both the requisite and the target course, the objectives (skills/knowledge) that connect the two courses. This justifies the need for the requisite.

Distance Education: This section explains how a course offered in an online or hybrid format meets each required DE curriculum category on CurricUNET. Please see the [Standalone DE Addendum](#) (or addenda from other courses) for approved language and an easy way to complete this section; feel free to copy and paste. DE addenda must clearly indicate, in the Instructor/Student Contact section, that there will be contact/discussion *among students* and that *instructors will take the initiative to contact students* and offer substantive connection and instruction through a variety of online features and assignments.

Deactivations: When reviewing a course that has not been offered (run/taught) in the last five years (last offered dates sent out by email and on Five-Year Review Chart), please consider deactivating the course. This means that it will not be in the college catalog giving a false possibility to students and counselors, and it is easier than completing revisions/updates to the course. However, the course remains in CurricUNET and can be reactivated within one curriculum year/cycle.

If you have real plans to offer the course and choose not to deactivate, you will need to defend the sustained activation of the course. Your options:

- a) attending the curriculum committee on which the revised/updated course is agendaized and orally explaining the intent and likelihood of offering the course, OR
- b) writing a letter of intent to offer the course and sending this letter through your area rep on the committee.

SLOs: The Shasta College Curriculum Committee has begun reviewing student learning outcomes (SLOs). Still, we refer faculty with SLO questions to the experts on the SLO Committee for feedback. If you would like to update your SLOs, you now need to make the changes in the curriculum management system (CMS) as you would any other changes to the COR. For this reason, please consider revising/updating SLOs while doing 5-year revisions.

Late Courses or Programs: Meeting curriculum deadlines is important; however, if you miss a deadline, you should apply for an exception. Good reasons include late notification of a needed revision, rapidly changing field/industry demands, or accrediting agency requirements. In order to have curriculum reviewed and approved late, you must fill out an [Application for Exception](#) form. Applications do not guarantee exceptions will be granted; very late curriculum may need to wait until the next curriculum cycle for approval.

Questions? Ask the Curriculum Chair (Scott Yates), your area Curriculum Representative, or the Curriculum Specialists. Please see the *Shasta College Curriculum Handbook* (below) for more detailed treatment of the above topics.

Developing or Editing the Course Outline of Record (COR)

Now for an in-depth look at working with the COR. When creating or modifying the COR, faculty should complete the following fields in CurricUNET (a guide for using CurricUNET can be found under Appendices 6 and 7 below):

Department and Number:

Faculty should check with the Curriculum Specialists in the Shasta College Office of Instruction when selecting a number for a course. Faculty can select a possible number for the course and provide it to the Curriculum Specialists who will determine if the number is already being used for another active or inactive course.

Course Title:

This should indicate the selected title for the course and sufficiently distinguish it from other course titles. Ideally, the title would be 1-3 words long. Example: "Introduction to Statistics."

Number of Units:

When selecting the appropriate number of units, figure that each unit of credit equals a minimum of 54 hours of student work. This is equivalent to three (3) hours of student work per week over an 18-week period. Each lecture hour is accompanied by at least two (2) hours of independent study work. The following formula is used to calculate the total number of units: $\text{Number of units} = \frac{\text{Total number of lecture hours} + \text{Total number of lab hours}}{54}$ in at least half-unit increments.

Total Hours:

Total hours means the total hours for the course for the entire semester if the course were to be taught a full 18-week semester with no holidays. (This needs to be on the COR, though in reality, when actually scheduling a course, as few as 89% of the total course hours can be scheduled. This allows for flexibility of scheduling.) Each unit of credit for a full term course equals the following:

- **Lecture unit:** 18 total hours (1 hour/week). This assumes an additional 36 hours of independent student work: **Total units = 1 unit.**
- **Lab unit:** 54 total hours (3 hours/week): **Total units = 1 unit.**
- **Work Experience Education (WEE) unit:** 54 total hours (3 hours/week) either paid or unpaid.
- **Other independent study:** 54 total hours (3 hours/week). Please note the Distance Education Attachment must be completed for any courses being proposed for this format.

Term:

The term is the semester. Fill this in with the number of weeks the course is typically offered. A full semester is still calculated at 18 weeks, regardless of our 17-week schedule.

Prerequisites, Corequisites, and Advisories:

For the Shasta College Board Policies on prerequisites, corequisites, advisories, and limitations on enrollment (LOE) see [BP 4260](#) (Prerequisites and Corequisites - Establishment and Review).

A prerequisite or corequisite is a mandatory requirement which must be established when the discipline faculty determine that it is needed to ensure successful completion of the course. A prerequisite or corequisite cannot be established if it is unnecessary. If a prerequisite is given, the course must be taught at a level that utilizes the skills taught in its prerequisite course(s), and the skills taught in the prerequisite course(s) must be needed for success in the course. A prerequisite must be enforced, and a student not meeting a prerequisite must be blocked from enrolling in the course. A corequisite requires previous satisfaction of requisite or concurrent enrollment in the requisite. If a student is concurrently enrolled, they must maintain good class standing in the corequisite. It is possible that the intent of the corequisite is that the student is either concurrently enrolled or has previously satisfied the requisite. If this is the case, a note should be placed after the prerequisite. For example: ENGR 35 - Prerequisite: PHYS 4A, MATH 4A (concurrent enrollment in MATH 4A is acceptable).

An advisory is a strong recommendation for success in the course. A "note" can be added below the advisory line if there is information that is important for the student to know (e.g., Note: Students must provide those materials which are of continuing value outside of the classroom setting. This cost will be explained at the first class meeting.). This "note" will then appear in all class schedules.

Content Review:

Since, according to Title 5, prerequisites and corequisites must help students succeed, not create unnecessary barriers, faculty course authors/reviewers must periodically check to ensure the necessary relationship still exists between requisites (not advisories or LOE) and their target courses. Thus, faculty should select which objectives align between the reviewed course and its requisites. This field must be completed in CurricUNET for every pre- or co-requisite.

Catalog Description:

The catalog description will appear verbatim in the Shasta College Catalog and in MyShasta and thus should provide a concise description of the course. It is particularly important that the description is accurate and adequate, since it will be the students' main source of information when selecting classes. Typically catalog descriptions are 2-4 sentences in length. Please write in complete sentences. For example, "This course presents an overview of teenage angst and its influence on adult mentors." is better than, "An overview of teenage angst and its influence. . . ."

In writing a catalog description, the faculty may find it helpful to review those from similar courses at other colleges. These are available through the Transfer Center but also can easily be found online.

Repeatability of a Course:

For the District's policies on repeatability of a course, please refer to [AP 4225](#) (Course Repetition).

Instructional Methodology and Course Assignments:

In completing this section, check all the instructional methodology types that may apply to this course. Carefully consider the variety of instructors who will teach this class and allow for variations in course materials. Samples may be attached to the outline if needed for clarity. In addition, please check "Essay Writing" for transfer-level courses because this supports Title 5's directive that transfer-level courses generally require substantial writing, and checking this box makes such writing an option in your course.

Typical Assignments:

For credit courses, include descriptions of typical assignments that demonstrate critical thinking, writing, and problem-solving skills. Include course-specific types or examples of student assignments that suggest how they substantively support the objectives of the course and the amount and level of difficulty of the work. The purpose of this item is to accurately give a snapshot of the level of involvement required of the student. This section of the COR is an opportunity for discipline faculty to discuss and if possible come to consensus on the types of assignments and level of rigor required in a given course, regardless of who is teaching it. Again, refer to the section above on degree-applicable credit courses (courses numbered 1-199), nondegree-applicable credit courses (courses numbered 200-299), and noncredit courses (courses numbered 300-399) for guidance on this.

Guidelines and Examples:

In this section, only one assignment is required if that one assignment adequately represents the rigor of the course. Remember, colleagues at other community colleges as well as CSU and UC may be judging whether or not the student who took the class has the level of skill required from an equivalent course at their institution. The Curriculum Committee will be looking for an example that gives the student a chance to succeed in the course. If you feel that one assignment is not adequate to represent the level of difficulty of the course, then list two representative assignments. However, listing more than two assignment examples is tedious and unnecessary. What is listed is simply examples of assignments; they are not intended to represent every aspect of the course. It is acceptable to state the assignment in the exact way that it is given to the students. Be sure to use statements that demonstrate the processes of

- Critical thinking (e.g., asking questions that require "chain of reasoning" thought processes and/or for which there is no "one right answer," but multiple criteria for judging answers). Give specific criteria.
- Writing.
- Problem solving (e.g., posing non-routine problems and requiring explicit analysis and evaluation of the answers against appropriate criteria). Be specific in listing criteria.

The assignment(s) you choose need(s) to specifically relate to one (or more) of the course objectives.

Examples of Assignments:

Course: Introduction to Drawing

Students will be required to compare and contrast the works of at least two other artists, as well as their own, in historical, social, and cultural contexts with particular attention paid to the expression of ideas in the artistic medium.

Course: Health and Wellness

Students will use the material presented in class and in the text to identify one health risk that they would like to improve during the course of the semester. They will be required to write two papers. In the first paper they will identify the risk, present background on the identified risk, prepare a specific plan of action to use during the semester, and describe how they will document what happens. The second paper will describe the results of their efforts: Did they succeed or fail? Why or why not? What could have been done to improve their project results? And a plan of action for the future.

Course: Intercultural Communication

Students will make observations and analysis of intercultural communication in fictional accounts, the media, and first-hand experience, reported and analyzed (using key concepts from the course) in such forms as learning journals, frequent short reports, and/or field trip reports.

Reading of text, several books and relevant articles are assigned. Library research, interviews, and first hand observation are used to prepare a report of no less than 20 pages on a topic related to the class; for example, "The effect of body language in a job interview where the participants are of different cultural backgrounds."

Course: Introduction to Higher Education

Students will visit four year colleges and/or interview faculty at those institutions and students who have transferred to them from community colleges (by telephone if necessary) and individually or collaboratively prepare written and oral reports synthesizing what they learn and analyzing its implications.

Students will compare and evaluate different approaches to instructional delivery, e.g. comparing two or three textbooks used in a college level course; will routinely apply the learning strategies in the course to homework from their other college level courses; and will complete course-specific assignments drawn from a variety of disciplines, including the analytical reading of at least three primary sources typical of those used in upper division courses.

Course: Health Effects of Environmental Hazardous Materials

The assignments will require at least the following:

1. Read the required material in the textbook and assigned articles detailing the nature and effects of various hazards and/or their detection and prevention.
2. Based upon class lectures and assigned readings, complete weekly written assignments that require explanation, analysis or application of the concepts covered in class that week; for example: (a) explaining the circumstances under which formaldehydes are released in the air, the effects on the human system of this chemical over various exposures, evaluation of the various methods for detecting and preventing such exposure. OR (b) finding published accounts of hazardous waste cases and analyzing them using the course concepts.

SLO Reviews:

SLO revisions and Program Learning Outcome changes must now go through the full curriculum approval process. As of February of 2026, Title 5 requires SLOs, and they must be entered in COCI (Chancellor's Office Curriculum Inventory). The Accrediting Commission for Community Colleges and Junior Colleges (ACCJC) also requires SLOs and SLO assessment for the college's accreditation process. Thus, the Curriculum Committee encourages faculty to reconsider and review their SLOs when they are doing 5-year review, and the SLO Committee and the resources linked on their website can be a great help.

At any phase of the 5-year review and approval process, but particularly during technical review, reviewers may identify SLOs that seem to need improvement. In these cases, the reviewers refer faculty to the [SLO Committee](#) for help and suggestions. Faculty authors hold authority over the SLOs, so they can decide to what extent they apply the recommendations for the SLOs in their courses. Neither the Curriculum Committee nor the SLO Committee **require SLO changes, but they may recommend**

Good SLOs are measurable, transparent (clear to students), transferable (skills used beyond a given course), realistic (given the timeframe of the course), and connected to PLOs (Program Learning Outcomes).

Methods of Evaluation:

Here, check all the methods of evaluation that apply to this course, allowing for variations in materials and staff. For all transfer-level courses, students must be evaluated on their critical thinking, writing skills, or problem-solving skills. In addition, please check "Essay Exams" for transfer-level courses because this supports Title 5's directive that transfer-level courses generally require substantial writing, and checking this box makes essay exams an option in your course.

Course Objectives:

Course objectives are statements that define what the course is to accomplish. Objectives are the core of the agreement implied in the Outline of Record and considerable effort needs to be applied

to this section of the COR. Again, they represent an opportunity for faculty to discuss and hopefully come to consensus on what is most important for students to learn in each course.

The objectives state what the student will experience, accomplish, and/or learn from the course. I.e., they should identify the exit skills and competencies the students should obtain at the completion of the course. They should be designed backwards, as it were, from the final goal of the student, whether it be a specific career or simply the next course in the sequence.

The objectives should be written clearly enough that students can understand in advance what they may gain from the course and upon what basis they will be graded.

The objectives for the course communicate the value of the course to all the stakeholders: the Chancellor's Office, articulation officers, colleagues at other community colleges, CSU and UC, colleagues at Shasta College, the Curriculum Committee, and, of course, the students. Objectives provide the basis for determining the success of the student, course, and instructor. The objectives should constitute the basis for determining whether a course is appropriate to the mission of the community college.

Tips for Writing Course Objectives:

- For consistency, the Curriculum Committee has standardized the first line of the Objectives block on the COR to read, "Upon successful completion of this course, the student will be able to . . ." This language must appear at the start of all lists of COR course objectives.
- The objectives should represent the course well as they will help justify the prerequisites, corequisites, and advisories.
- The objectives must be stated in specific terms. Objectives should be broad enough to allow for minor updating and instructor differences, but specific enough to assure that all students will emerge with particular core competencies and understandings (no matter who teaches this course). Avoid broad statements that ultimately say nothing.
- Start each sentence with the observable action(s) that the student will demonstrate as they progress through the course: *explain, build, analyze, examine, locate, identify, assemble, repair*, etc. The student should know when they have completed an objective.
 - Will written and/or verbal evidence be evidence of completing an objective?
 - Will students develop and present a position on a given topic?
 - Will they demonstrate their knowledge on an exam?
 - Will they create a design or project?
 - Will they use specific materials/equipment properly?
 - Will they collaborate?
- Critical thinking processes should be emphasized whenever possible. See the Bloom's Taxonomy of Action Verb list in Appendix 3. In general,
 - Keep the sentences as succinct as possible: "Identify the components of the lymphatic system" (BIOL-5).

- Ensure that at least one course content item links back to a course objective. If there is nothing in the course content about the lymphatic system, it should not have an objective.
- Optimal number of objectives: The number of objectives in Shasta College courses currently ranges from three (3) to 60! Ultimately, the number of objectives needed for a course should be decided by the faculty within the discipline. However, unless prescribed by the accrediting body, the Curriculum Committee recommends limiting the number of objectives to 10 – 20. Pay attention to C-ID objectives that may not be removed. More than 20 may be confusing to students and transfer partners, and it begs the question of whether some might be better placed elsewhere in the COR, like the Course Content section.

Examples of Course Objectives:

Example 1:

A. Upon successful completion of the course the student will be able to:

1. Identify soil structure, texture, and color.
2. Recognize a soil's parent materials and identify its development sequence.
3. Develop a soil profile chart on the more common soils in the Sacramento Valley.
4. Read and interpret a soil survey.
5. Find and identify specific locations on a rectangular survey map.
6. Interpret and demonstrate use of the land capability classification and Storie classification systems.
7. Use criteria sheets to place soils in proper soil classification.
8. Explain how macro and microorganisms in the soil effect plant growth and soil structure.
9. Determine the pH of the soil.
10. Describe the chemical activity of a soil, especially in relation to soil fixation and exchange capacity.
11. Describe the roll of organic matter in the soil and strategies for maintaining adequate levels.
12. Read and use moisture testing devices.
13. Measure and determine the available moisture in a soil.
14. Determine fertilizer needs with the use of testing devices.
15. Read fertilizer sacks and determine application rates.
16. Determine soil ecology and environmental impact upon our soils.
17. Describe methods of soil and water conservation.

Example 2:

A. Upon successful completion of the course, the student will be able to:

1. Visualize, observe, and coordinate the hand with the eye, in order to create drawings with a variety of flat as well as three-dimensional shapes utilizing lines, values, textures, and various spatial devices.
2. Write at least twenty fully developed paragraphs, with supporting details organized around a clear controlling idea.

Critical Thinking Terms:

As noted above, a list of Bloom's Taxonomy of Action Verbs is located in Appendix 3. Higher order, critical thinking terms appear in the rightmost columns in the action verb list and connote a more rigorous course. These are the terms to strive for in writing course objectives. Here are some sample critical thinking verbs and what they imply in the context of course objectives:

- **Analyze:** to separate (a thing, idea, etc.) into its parts so as to find out their nature, proportion, function, inter-relationship, etc.; to examine in detail so as to determine the nature or tendencies of.
- **Apply:** to put to some practical or specific use.
- **Classify:** to arrange or group in classes according to some system or principle.
- **Compose:** to form in combination; to put together in proper order or form.
- **Deduce:** to infer by logical reasoning; to reason out or conclude from known facts or general principles.
- **Derive:** to get by reasoning; to deduce or infer.
- **Distinguish:** to separate or mark off from others by special features or characteristic qualities; to show the difference in; to differentiate; to separate and classify.
- **Evaluate:** to judge or determine the worth or quality of; to appraise.
- **Experiment:** to conduct actions or processes in order to discover something not yet known or to demonstrate something known.
- **Formulate:** to express in, or reduce to, a formula; to express (a theory, plan, etc.) in a systematic way.
- **Infer:** to derive by reasoning from evidence; to arrive at a decision or opinion by reasoning from known facts or evidence.
- **Interpret:** to bring out meaning not immediately apparent; to explain the meaning of; to make understandable; to show one's own understanding of the meaning of.
- **Judge:** to carefully check and weigh premises, etc., in arriving at a conclusion.
- **Plan:** to devise a detailed method for doing, making, or arranging.
- **Prove:** to test by experiment; to establish as true; to demonstrate to be a fact; to establish the validity or authenticity of.
- **Reason:** to think coherently and logically; to draw inferences or conclusions from facts known or assumed.
- **Revise:** to change or amend.
- **Solve:** to find or provide a satisfactory answer or explanation for.
- **Synthesize:** to bring together into a whole.
- **Transpose:** to transfer or shift; to change the usual, normal, relative, or respective order or position of.
- **Verify:** to prove to be true by demonstration, evidence or testimony; to confirm or substantiate; to test or check the accuracy or correction of, as by investigation, comparison with a standard, or reference to the facts. (synonym: confirm)

Course Content:

The course content section should outline the material that will be taught in the course. These topics should be sufficient to assure that students will be able to meet the objectives of the course. The course content is simply a complete list of topics and subtopics. It is what the faculty of a given discipline, as instructors and subject-matter experts, have agreed should be covered over the course of the term.

Examples:

Example 1: Course Content for ENGR 35 Statics:

1. Units of Measure in the SI and US systems.
2. Engineering style for write ups.
3. Vectors
4. Direction, magnitudes, components
5. Scalar and dot products
6. Fixed, sliding and free vectors
7. Scalar projection
8. Resultant systems
 - a. Two and three dimensional force-couple systems
 - b. Reduction of a system to a single force
 - a. Positive and negative wrench

.....

Example 2: Course Content for AGNR 65 Forest Practices for Ecosystem Management:

2. Introduction
3. Identification of native trees and important shrubs of the area
 - a. Scientific names
 - b. Use of tree identification
 - c. Identification and collection of at least 50 different species of trees
4. Silvicultural characteristics of native trees
 - a. Reproduction and growth
 - b. Tree tolerance
 - c. Tree rots
 - d. Mistletoe, bark beetles, and tree diseases
 - e. Relationships of all resources in the ecosystem
5. Timber harvesting
 - a. Legal requirements - California Forest Practices Act
 - b. Logging methods and equipment

Textbooks:

The textbook section should provide examples of possible texts and materials that could be used in the course. For degree applicable courses, the materials should call for critical thinking and the understanding of concepts at the college level. For basic skills and other non-degree applicable courses, materials should be sufficiently rigorous so that students completing the course will, upon completion of the required sequence of which the course is a part, have acquired the skills necessary to successfully complete college work. The textbook section is an opportunity for faculty

within a discipline to come to agreement on which texts should be required. Faculty should make every effort to list textbooks that take into consideration the cost to the student.

Shasta College Library Services

Regarding the selection of textbooks, Shasta College librarians are eager to help faculty:

- Select and purchase library materials in support of courses.
- Design customized research guides for courses and individual assignments.
- Guide instructors on how to add library resources, such as journal databases, online books, and streaming films, to Canvas.
- Assist faculty in locating, modifying, and adopting an Open Educational Resource.
- Place copies of class textbooks on Course Reserve for in-library student use.
- Provide library instruction to classes.
- Meet with students to assist with assignments and individual research.

Contact Librarians Cheryl Cruse, ccruse@shastacollege.edu, or Katie Leach, kleach@shastacollege.edu, for more information.

Open Educational Resources (OER)

Open Educational Resources (OER) are freely available educational media that supplement or replace traditional textbooks. No cost (beyond printing) is the key benefit to students who often choose not to purchase their course textbook in order to meet other personal financial needs. Other benefits of OER are the curricular flexibility they offer to instructors and students because OER may be shared, adapted, and repurposed and are easily added to Canvas modules. Since most OER are available free online, they are more easily accessible to students and available both before and after the start of the course. OER include, but aren't limited to, learning objects such as textbooks, reports, articles, videos, quizzes, assignments, and more. Finally, faculty should be careful to select OER that are accessible, meeting current Web Content Accessibility Guidelines (WCAG); this supports UDL principles and Title 5, Section 55001 as well.

The California Community College Chancellor's Office fully supports the adoption of OER and they assure that courses using OER will articulate with CSU/UC.

Zero Textbook Cost (ZTC) Degrees

The Zero Textbook Cost Degree (ZTC) program, funded by the California Community College Chancellor's Office, promotes the creation of ZTC degrees throughout the California community colleges. ZTC degrees are associate degrees or career technical education certificates earned entirely by completing courses that eliminate traditional textbook costs by using alternative instructional materials such as OER. Shasta College faculty are encouraged to utilize OER to create ZTC courses, resulting in ZTC degree pathways.

Additional information can be found at [CCC Open Ed Resources](#). The Shasta College Library has a [guide to OER](#) that includes information about open resources, discipline specific repositories of OER, OER already adopted for Shasta College courses, and information on how to modify an open resource.

IDEAA and UDL Review Procedure and the COR

As noted in an October 2025 Chancellor's Office memo, "Title 5 [Section 55001 and 55001.5] now charges curriculum committees with embedding equity and accessibility into the curriculum approval process. Committees must adopt written procedures ensuring that every course outline describes approaches that will engage diverse student populations and advance equitable outcomes. Also, the committee ensures there is a process that reflects the principles of Universal Design for Learning (UDL), providing multiple means of representation, engagement, and expression." In conjunction with the documented review procedure, "The COR must . . . provide representative descriptions of inclusive pedagogical approaches faculty may use to engage and support diverse learners" (V.C. James Todd, Memo ESS 25-66 , 7 Oct. 2025).

As listed above in Section 1 of this *SC Curriculum Handbook*, our Criteria for Evaluating Curriculum now includes a seventh criterion/question: "How does this curriculum proposal promote successful outcomes for all students?" Considering this question and its sub-questions, faculty authors participate in the process of reviewing curriculum for Inclusion, Diversity, Equity, Accessibility, and Anti-Racism (IDEAA) and Universal Design for Learning (UDL) by self-evaluating their own curriculum as they write and revise it.

The Shasta College Curriculum Committee requires course authors to select appropriate IDEAA and UDL elements from checklists and to explain in an IDEAA and UDL Statement (formerly DEI statement) how the course engages diverse student populations, pursues equitable outcomes, and employs inclusive and accessible instruction for all students. Once the new course management system (CMS) is in place (projected Aug. 2026), this system will be described in detail below. Until then, faculty continue meeting the spirit of Title 5, Section 55001, with our DEI statements.

The writing of DEI statements is described below after the "DEI Statement Prompt." The procedure for reviewing these statements and the course/COR features they highlight is included in the course review and approval process. Technical reviewers examine these statements along with the course, and where relevant, they make suggestions for improving the specificity of the DEI statement and its references to other elements of the COR. The curriculum committee members also review these aspects of the course before meetings in which the committee votes to recommend the course proposal for approval.

DEI Statement Prompt: How do this course's objectives, content, methodologies, typical assignments, texts/materials, or other elements promote equity? Briefly describe how the curriculum requires students to connect course content to their personal experiences and fosters connections and understanding of diverse racial, socioeconomic, cultural, and experiential backgrounds.

For each Shasta College course, faculty authors will write a DEI statement in response to the above prompt. This helps to meet the new Title 5 language that instructs California Community College faculty to recognize the system's diverse student body and make efforts to meet their needs. This

could be done through improvements in diverse representation in course materials and content; more equitable assessment methods; adjustments to units, hours, or course delivery formats; more equitable objectives; more inclusive andragogy or instructional methods; or using low-cost and/or more accessible texts and materials. For more ideas and examples of how to promote DEI in Shasta College courses, faculty can visit the [Curriculum Committee Resources webpage](#).

Because the purpose of writing DEI statements is to encourage faculty to think carefully about how they promote DEI in their courses, the committee would like to see at least one course-specific element in each DEI statement, and it appreciates faculty work to include more specific elements. However, courses taught simultaneously in the same classroom/space or courses closely tied together in a series may use the same DEI statement for every such course.

Creating a Distance Education course and the DE Addendum

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

Distance education is covered by Title 5 starting with section 55200. The [PCAH](#) summarizes the key points as follows:

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

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

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

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

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

- Interaction with Instructor
- Content Presentation
- Learning Activities
- Accessibility
- Assessment

Two of the most important components of the DE Addendum for online courses are the section on student/instructor contact and the section on ADA and Section 508 compliance. The California Community College system created the [Online Education Initiative \(OEI\)](#) to increase student success and retention through quality online course design. The OEI Rubric provides guidelines for ensuring course quality as well as excellent information on student/instructor contact and the section on ADA and Section 508 compliance.

For a model DE addendum and an easy way to make DE adjustments without resubmitting the whole course, please use the [Standalone DE Addendum](#), a fillable form with approved language and checkboxes; feel free to copy and paste language as needed.

Student/Instructor Contact in the DE Addendum

Per Title 5, Section 552204, “a course conducted through distance education” must include “regular and substantive interaction between the instructor(s) and students, (and among students, if described in the course outline of record or distance education addendum), either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voice mail, e-mail, or other activities.”

Title 5 defines “**Substantive interaction**” as “engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following: (1) Providing direct instruction; (2) Assessing or providing feedback on a student's coursework; (3) Providing information or responding to questions about the content of a course or competency; (4) Facilitating a group discussion regarding the content of a course or competency; or (5) Other instructional activities approved by the institution's or program's accrediting agency.

Regular interaction is “(1) Providing the opportunity for substantive interactions with the student on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency; and (2) Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.”

Regular and substantive interaction (RSI) between instructor and student differentiates online/DE courses from correspondence courses and ensures high-quality instruction. It should be carefully considered when designing DE courses, especially those that are 100% online.

Online classes require a variety of methods to ensure that RSI between instructor and student is embedded into every aspect of the course, and RSI best practices for the course may be outlined in the DE addendum. For current local policies and excellent tips on implementing RSI in Shasta College online courses, please see the [RSI: Regular and Substantive Interactions: Teach Online](#) page.

Below are some of the standards the OEI recommends regarding effective interaction and collaboration in online classes.

- **Communication Strategies**

- Contact information for the instructor is easy to find and includes multiple forms of communication (for example, e-mail, phone, chat, etc.).
 - Expected response time for email replies (or other communication tool) is included.
 - The instructor’s role within the course is explained (for example, instructor participation in discussions and activities, role—if any—in tech support, etc.).
 - The instructor’s methods of collecting and returning work are clearly explained.
 - There are plentiful opportunities for interaction, as appropriate.
 - Communication strategies promote critical thinking or other higher order thinking aligned with learning objectives.
 - Communication activities benefit from timely interactions and facilitate “rapid response” communication (i.e., students gain practice discussing course content extemporaneously without looking up basic, declarative information).
- **Development of a Learning Community**
 - Instructors have a plan for initiating contact prior to or at the beginning of class and at regular intervals during the course.
 - Communication activities are designed to help build a sense of community among learners.
 - Student-to-student interactions are required as part of the course. Students are encouraged to initiate communication with the instructor.
 - Collaboration activities (if included) reinforce course content and learning outcomes, while building workplace-useful skills such as teamwork, cooperation, negotiation, and consensus-building.
- **Interaction Logistics**
 - Guidelines explaining required levels of participation (i.e., quantity of interactions) are provided.
 - Expectations regarding the quality of communications (e.g., what constitutes a “good” answer) are clearly defined.
 - A rubric or equivalent grading document is included to explain how participation will be evaluated.
 - The instructor plans to participate actively in communication activities, including providing feedback to students.
 - The instructor plans to use communication tools effectively to provide course updates, reminders, special announcements, etc.

ADA and Section 508 compliance in the DE Addendum

The DE Addendum also asks specifically what is planned or has already been done to make the course accessible to all students in compliance with ADA and Section 508 guidelines. See current federal [Web Content Accessibility Guidelines \(WCAG\)](#) for most recent requirements. In general, web content must be

- Perceivable
 - There should be text alternatives for non-text content.
 - Captions and alternatives should be provided for audio and video content.
 - Course should have adaptable content and should be available to assistive technologies.
 - Course text and images/video should contain sufficient contrast to make material easy to see and hear.
- Operable
 - All functionality must be keyboard accessible.
 - Users must have enough time to read content.
 - Do not use content that could cause seizures.
 - Help users navigate and find content.
- Understandable
 - Text should be readable and understandable.
 - Content should appear and operate in predictable ways.
 - Help users avoid and correct mistakes.
- Accessible
 - The document should be in structured HTML format.
 - Use the HTML editor to create headings, subheadings, and lists.
 - Utilize the Learning Management System, i.e. Canvas, to add content or text instead of copying and pasting from other web pages or programs so that students will be able to read and access the course materials on a variety of devices; such as a computer, smartphone, tablet, assistive devices, etc.

The OEI addresses accessibility in a section of its rubric called “Learner Support.” Distinguished practices in the area of learner support are listed below:

- Supplemental Software
 - Clear explanations of optional and/or required software including any additional costs are provided within the course.
 - Software required to use course materials is listed with links to where it can be captured and installed.
 - Links are located within the course where learners will use the software (i.e., near the materials requiring its use).
- Course Institutional Policies and Support
 - Software used for the course is adequately supported by the institution, including information for students on where they can obtain help.

- All activities that might create educational records (as defined by the Family Educational Records Privacy Act) or that involve regular effective contact are conducted within district- or college-supported systems.
- Institutional policies, materials, and forms relevant for learner success (for example, plagiarism policies) are clearly labeled and easy to find; links (if present) allow easy navigation from the course to the information and back.
- Course/instructor policies regarding decorum, behavior, and netiquette are easy to find and written clearly to avoid confusion.
- Links to institutional services such as the library, or writing center, are clearly labeled and easy to find.
- Technical Accessibility
 - Course materials are compliant with Section 508 and WCAG 2.2 (AA) and can be effectively used with equal ease by all students.
 - All non-text communications technologies support multiple digital channels with automatic provision of alternate media accommodations in real time.
 - Course materials are HTML-based and employ formatting styles to create semantic structure that facilitates consistent meaning and sequencing across all digital media types.
 - All instructional materials can be opened via free and accessible programs or applications, and links are provided for students to download the application with supporting information on how to use the program or application.
 - Quiz and assessment activities can be completed with equal ease via the keyboard and assistive technologies without adding cognitive load, and provide individual student-based parameters for time, number of attempts, feedback, and completion.
- Accommodations for Disability
 - There are no pedagogically-essential learning activities or instructional media that are inherently inaccessible, or in the presence of such inaccessible materials, a DSPS approved plan for accommodation is in place and ready to be provided as necessary for each inaccessible learning activity or instructional media.
 - Course CMS settings are configurable by faculty to allow individual student-based accommodations to be provided within the CMS.
 - Links to CMS technical support as well as contact information for DSPS support are consistently provided and easy to find, and accompanied by a module within the CMS explaining how to request services or report a problem.
 - An instructional material inventory of any inherently inaccessible learning objects is provided, and referenced to the accompanying course outline with plans for accommodating students with disabilities for each inaccessible learning object or activity.

Contact Hours – Online Courses:

Another unique facet of the DE Addendum is how contact hours are listed. Since online students are not attending class on campus, the number of hours developed for online courses must take into account the amount of time that would have been spent by a student in a face-to-face class + the hours needed for

homework each week. For a 3-unit course over 17 weeks, this translates to about 9.5 hours of work built into each week of an online course.

Here is how Distance Ed hours are calculated:

- Each 1 unit of lecture = 54 hours of DE
- Each 1 unit of lab = 54 hours of DE

For example:

- PSYC 1A with 3 units of lecture has 162 DE hours (54 hours x 3)
- CIS 62 JAVA Programming with 2 units of lecture has 108 DE hours (54 x 2). It also has a 1-unit lab for 54 DE hours, so a total of 162 DE hours for the course.

CurricUNET Requirements for Online/DE Courses – Examples:

The following fields must be completed in CurricUNET for each online course. Quoted examples have been taken from the new course report form for ENGL-1A College Composition and ACCT-101 Basic Accounting 1.

Questions to be answered when filling out fields in CurricUNET:

TOP Codes: Please contact the department dean and the Office of Instruction for guidance on the appropriate TOP Code for a course.

- ***Justification Approved for ITV delivery?***

Yes or No

- ***Currently approved for DE/Internet delivery?***

Yes or No

- ***Change to DE status?***

Yes or No

Note: If YES is selected, a DE course delivery checklist will need to be completed.

- ***Is only a portion of this course approved for online/Internet delivery?***

Yes or No

If YES was selected above for DE delivery then this question should be answered YES.

- ***Is this course also taught in a non-distance education manner?***

Example taken from ENGL – 1A College Composition:

Yes. This Internet course is equivalent in content and objectives to the College Composition courses offered face-to-face on campus. Students taking this course will interact with the course materials, the instructor, and the other students via an instructor-managed asynchronous delivery system. Links to text and complementary texts, threaded discussion, chat, and one-on-one email communication with the instructor and other students will all be available to students 24 hours per day, online. Evaluation and assessment will be frequent and students will have immediate access to their individual scores, grades, and course standing information via the private grade book function of the course management system (CMS). The instructor will meet with students frequently and regularly via CMS facilitated communication. This text-based participation allows total immersion in language and text in every aspect of the class from lecture/discussions to collaboration to tests to office hours, thus requiring constant critical thinking while reading and writing in every phase of this course.”

- **Total hours of course:**

Example taken from ENGL – 1A College Composition:

Total hours: 216

72 hours (minimum) of online core activities, including:

Minimum 30 hours interacting with content and subject matter pages online, following web links to other related sites, participating in interactive online demonstrations, and building knowledge through study tools.

Minimum 35 hours, reading, composing and responding to other students and the instructor via CMS communication tools such as threaded discussions, emails, chats, and bulletin boards.

At least 7 hours completing online exams, quizzes, and research exercises.

Minimum 144 hours of offline activities, including:

*Reading
Study
Writing
Research
Preparation of assignments*

- **Instructional Methodology unique to Internet-based instruction:**

*Discussion forum/Chat
Email
Online audio/visual aids
Online Orientations/Sessions*

Example taken from ENGL – 1A College Composition:

Students and the instructor will be in contact via threaded discussions, email, electronic bulletin boards, and chat rooms. Quizzes and exams, both timed and untimed, will be completed online. Timed essays will be written online. Other essays and the research paper will be emailed to the instructor as attachments. Feedback and grades will be provided to the student electronically.

Example taken from ACCT-101 Basic Accounting 1:

Course material will be delivered in the form of Word documents, Excel spreadsheets, PDF documents, or PowerPoint presentations. Students will also take online quizzes and exams which may be either timed and/or untimed. The instructor will initiate contact with students via email, online discussion forums, online chat rooms and /or face-to-face conferences. Feedback and grades will be delivered to students electronically.

See [Tips for Maintaining Regular, Effective, and Substantive Contact with Students in Online/Hybrid Courses](#).

- ***Methods of evaluation unique to Internet-based instruction.***

Examples:

Online exams/quizzes
Discussion forums
Uploaded projects/essays

Example:

Quizzes and exams will be administered and graded online via the CMS. The essays will be written at home, as they are in face-to-face classes, then typed and emailed to the instructor or uploaded to the online class via the CMS.

- ***Student/Instructor contact:***

How will the students and instructor interact?

Example taken from ACCT-101 Basic Accounting 1:

Students enrolled in this course will interact regularly with the instructor via discussion forums, chat rooms and individual email using the online learning management system currently in place at Shasta College. Student-instructor contact will also be available via telephone contact, correspondence and face-to-face meeting.

Example taken from ENGL-1A College Composition:

Students will be able to initiate contact with the instructor at any time during the course via private email, bulletin boards, threaded discussions, and other CMS tools. Students

will also have immediate access to quiz and exam results as well as course progress information. The instructor will communicate with students via private email, bulletin boards, threaded discussions, and other CMS tools. Individual student inquiries will be answered promptly. The instructor will also be available by phone. Instructors may utilize live, fully interactive, real-time contact with students via Internet chat and live, whole group meetings.

- ***What was the intent of offering this course through internet-based instruction, and how was learning enhanced by the use of technology?***

Example taken from ACCT-101 Basic Accounting 1:

Offering this course through internet-based instruction is intended to make it available to students who could not otherwise attend classes on campus and, in addition, expose students to internet-based resources and technology they are likely to encounter in the business world.

- ***What student services will be provided to support student success in this course?***

Example taken from ACCT-101 Basic Accounting 1:

Access to counseling, career planning, library, and writing center services is now available online. Internet students may also access a variety of other student services and special programs via the Shasta College homepage, email, or telephone.

- ***What is planned or has already been done to make the course accessible to all students in compliance with ADA and Section 508 guidelines?***

Example taken from ENGL-1A College Composition:

The online class will be developed with special attention to the needs of students by:

1. Providing closed-captions for all audio portions of the class.
2. Linking the students to the DSPS office at Shasta College.
3. Honoring all DSPS requests for reasonable accommodation.
4. Using appropriately sized font and images.
5. Applying established protocol for clearly visible and contrasting colors.

Course Approval Considerations: UC does not consider method of delivery at the transfer level as long as the course otherwise meets the standards for UC transferability.

Procedure for Managing Dormant Curriculum Submissions in CurricUNET

The effective management of curriculum proposals within the CurricUNET system is essential for maintaining the integrity and efficiency of our academic processes. However, a backlog of dormant

submissions exists, hindering the ability to effectively address current curriculum needs. In response to this challenge, the Curriculum Committee approved an approach to managing dormant curriculum submissions.

1. **Criteria for Dormant Submissions:** Any curriculum proposal that has not undergone review or modification within a span of two years (equivalent to four academic semesters) will be considered dormant.
2. **Archival Process:** Dormant curriculum submissions will be transferred to an archival status, effectively removing them from the active queue. The original information submitted with these proposals will be accessible upon request from the Office of Instruction.
3. **Preservation of Data:** The archived data will remain available for reference purposes, facilitating historical analysis or resubmission of proposals in the future.
4. **Resubmission Process:** Should faculty members wish to resurrect dormant proposals, they will need to send an email, requesting the archived proposal/material, to the Curriculum Specialists in the Office of Instruction. If faculty wish to use this material in CNET, they will need to initiate a new submission process.
5. **Benefits:**
 - a. **Streamlined Workflow:** By removing dormant submissions from the queue, we can focus our attention and resources on active curriculum proposals, thereby improving workflow efficiency.
 - b. **Accessibility:** Archived data will remain accessible for reference or resubmission purposes, preserving institutional knowledge and facilitating future curriculum development efforts.

Section 3:

Course Transferability, Articulation, and General Education

Once a credit, degree applicable course has been approved by the Curriculum Committee, the Board of Trustees, and the State Chancellor's Office, it can be eligible to satisfy other requirements. If the course has a comparable C-ID number, it can be submitted to C-ID for review. If the course is appropriate as a general education course, it can be forwarded to Shasta College's General Education (GE) Committee, a subcommittee of the Curriculum Committee. Faculty intending to have a new course satisfy one of these areas are encouraged to consult the Articulation Officer (who chairs the GE Committee) for applicable criteria. Currently the Articulation Officer is Rebecka Renfer (rrenfer@shastacollege.edu).

Criteria for Determining Transfer Level Courses

The CSU Academic Senate and Academic Senate for California Community Colleges approved a statement entitled "Considerations Involved in Determining What Constitutes a Baccalaureate Level Course" in 1987 (see Appendix 4). The course and pedagogy standards are listed here and should give a sense of the expectations of a transfer-level course:

1. The course is presented in a manner that requires of students
 - a. A level of intellect, skill, prior knowledge, and maturity consistent with entry level collegiate expectations and the stated prerequisites(s), if any, for that course;
 - b. Learning skills and a vocabulary necessary to master the subject matter of a baccalaureate level course; and
 - c. The capacity to think critically and to understand and apply concepts.
2. The course
 - a. Treats subject matter with an intensity and pace that establishes an expectation for significantly greater learner independence than that required at the secondary level: and
 - b. Requires the student to continue development of communication skills appropriate for higher education.
3. Coursework that
 - a. Enhances understanding of analytical, intellectual, scientific, or cultural concepts and traditions generally shall be considered baccalaureate level.
 - b. Enhances understanding of occupational and professional fields usually requiring experience in high education as prerequisite to employment in such fields may be considered baccalaureate level if it includes attention to appropriate theories and concepts.
 - c. Provides instruction in occupational fields not usually requiring experience in higher education as prerequisite to such fields may be considered baccalaureate level if the primary emphasis is upon understanding the theories and concepts that underlie practice rather than only up on the development of technical skills required for immediate employment.
 - d. Is remedial or college preparatory shall not be considered baccalaureate level.

Regarding the pedagogy in transfer-level courses, the statement notes that

1. There shall be opportunity for student-faculty interaction of a kind and variety commensurate with achievement of course objectives.
2. The method of evaluation of student performance in courses shall discriminate among levels of attainment as appropriate to both entry and exit expectations.

CSU Transferability

The CSU System has delegated the responsibility of determining a baccalaureate level course to the local community colleges.

UC Transferability

Courses appropriate for UC transfer are reviewed individually by the UC Office of the President.

Two basic principles are involved in determining whether a community college course is transferable to UC:

1. The course should be comparable to one offered at the lower-division level at a UC campus.

2. If the course is not equivalent to a particular UC course, it must be appropriate for a university degree in terms of purpose, scope and depth.

There are specific limitations for some disciplines. Here's an example for Business:

Transfer credit will be allowed for an introductory business course, provided it focuses on the role of business as it relates to the greater society and includes topics on ethics, labor, finance marketing, etc. Credit is granted for up to one year in Principles of Accounting (including Managerial Accounting and Financial Accounting) and one course in Business Law. Calculus and some computer systems courses offered through a business department are transferable, if the majority of the content is math or computer-oriented and not business-oriented.

There are UC transfer unit limitations for some courses:

PE Activity courses, combined, are granted up to 4 semester units of credit; PE Theory courses are granted up to 8 semester units.

Duplication of topics will result in deduction of credit.

Shasta College submits courses for the UC Transfer Course Agreement (UC TCA) in July. Faculty intending to have a course submitted for Cal-GETC for the next catalog year, will need to have Curriculum Committee course approval by May of the previous year.

UC Textbook Requirements

The UCs require that textbooks be dated within seven years for most course submissions. If they are not, there should be a note of explanation included in the Articulation Officer Comments to Reviewers section of OSCAR.

In fast-changing disciplines, such as Computer Science, more recent texts may be required. The main textbook may be up to seven years old, but more current reading materials should also be included. Moreover,

- All textbooks should be beyond the 12th-grade reading level and at the appropriate college level.
- Textbooks and supplemental material should relate directly to course content.
- Science courses that include a lab component must include a lab manual. Lab manuals should be clearly noted as such in outlines.
- Composition courses must include a stylebook.
- Literature courses must include a representative reading list.
- History courses should include primary sources or alternative texts in addition to a textbook.
- Open Educational Resources (OER), or online/digital texts, are acceptable if they are stable and publicly available as published textbooks, not a list of web links.
- College Success courses must include a community college catalog. A hyperlink to the online community college catalog is acceptable.

UC and Online Courses

UC does not consider method of delivery at the transfer level as long as the course otherwise meets the standards for UC transferability.

Articulation

ASSIST

ASSIST is the public database of articulation agreements between California Community Colleges and the CSU and UC campuses. Transfer course agreements between campuses can be viewed by department or by the courses needed for a particular major. To view CSU and UC transfer agreements, go to www.assist.org, and select “Shasta College” under from the institution drop-down menu. Here, you can view the CSU GE pattern, IGETC, Cal-GETC, the baccalaureate transfer course list, and UC transfer course agreement (UC TCA) at the bottom of the page. Individual courses articulated with other California public colleges are viewed by selected “Shasta College,” then the CSU or UC campus, then the department or major. College articulation officers update their college’s baccalaureate-level course file by April prior to the next catalog year. New courses are added as well as technical changes to course names and units. The University of California transfer course list is updated annually in the summer months. Agreements can be viewed by year back to 1995.

C-ID

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

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

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

To determine if a Shasta College course is C-ID approved, go to the C-ID website at www.c-id.net. Click on “courses” in the band at the top of the page, then select “Shasta” from “colleges.” This will lead you to the current list of approved courses for C-ID. Courses that have been submitted or “in-progress” won’t be visible yet; contact the Articulation Officer to determine if a particular course has been submitted. If the course has not yet been submitted, locate the “descriptor” for the course, and compare with the course outline. If the Shasta course seems comparable to the descriptor in content and objectives, with the same prerequisite, contact the Articulation Officer and request that the course be submitted for C-ID.

If instead there are courses changes needed to better align with the descriptor, update the course in CurricUNET, and submit. Once the Curriculum Committee has approved the revised course outline, the

articulation officer can submit it for C-ID approval. The approval process can take from one week to three or more months. After a decision is received from the C-ID faculty reviewers, the AO will forward the notice to the faculty and Dean. Courses that are “not approved” or “conditionally approved” have one year to be revised or will undergo a new comprehensive C-ID review.

Course-to-Course Articulation

Prior to the C-ID approval system, all courses were individually reviewed by faculty at the receiving university and stored on ASSIST. This procedure is still effective for courses that do not have a C-ID designator or for private and out-of-state universities. Shasta College maintains articulation agreements with Southern Oregon University, Oregon Tech, Simpson University, National University, and a few others. Faculty that would like to see their courses articulated with a particular university are encouraged to make contact with their university faculty counterpart to initiate a conversation and share course outlines of record. The articulation officers at both campuses will assist in the process and finalize the agreements developed between faculty.

Articulation with High Schools

There are three basic articulation processes for awarding college credit to local high school students. The basis for all articulation is faculty-to-faculty dialogue sharing course objectives, content, and methods of evaluation.

1. High school courses can be articulated to waive a comparable college course. For example, a Beginning Welding course taught through a high school or ROP could be articulated with Shasta College’s Beginning Welding course. These agreements permit a student to enroll in a more advanced college course when they matriculate as freshmen. (See Title 5, Section 55051.)
2. High school courses can be articulated to award college credit once the student successfully completes a faculty agreed-upon final examination. Credits are posted on a Shasta College transcript. (See Title 5, Section 55050.)
3. High School students can complete a Shasta College course through Dual Enrollment. Through dual enrollment, the student can register, enroll, and complete a Shasta College course on the high school campus and earn both high school credits and college units.

Faculty interested in articulating a college course should discuss the idea with faculty in their department and then contact the Shasta College Dual Enrollment director. Complete details and forms are available at the [Dual Enrollment website](#).

General Education

There are three general education patterns at Shasta College, and the most current ones can be found on [the GE Committee website](#). Students choose the pattern that corresponds to the degree and goal they are pursuing. The 21-unit local pattern, with minimum requirements outlined in Title 5, corresponds to the associate degree majors intended for students preparing to directly enter the workforce. [The Cal-GETC](#) GE pattern is intended for students transferring to the University of California, CSU, private, and out-of-state universities.

A modified GE pattern (Option 3) associated with the AA University Studies is intended for high-unit majors or universities that do not require **Cal-GETC**, CSU GE, or IGETC completion for transfer.

To be considered for any of the three GE patterns, courses should be submitted to the GE Committee after approval by the Curriculum Committee. An email to the Articulation Officer, GE Committee Chair, or faculty representative is typically sufficient to initiate the process. Courses are usually reviewed in September, October and November in order to meet December submission deadlines.

Local GE Pattern

Title 5, Section 55061 stipulates that students receiving an associate degree must complete a minimum of 21 semester (or 28-31.5 quarter units) of general education coursework which includes a minimum of three semester units in each of the areas of English Composition, Oral Communication and Critical Thinking, Mathematical Concepts and Quantitative Reasoning, Arts and Humanities, Social and Behavioral Sciences, Natural Sciences, and Ethnic Studies. Shasta College's local associate degree GE pattern requires 21 units of study.

In addition, Shasta College has a local GE pattern, which can be found [here](#).

Cal-GETC

The California General Education Transfer Curriculum is now the common GE pattern for transfer from California community colleges. This new GE pattern, legislated by AB 928, is honored by California Community Colleges, CSUs, and UCs. The first version of the [Cal-GETC standards](#) went into effect at full scale in the Fall 2025 semester.

Section 4: Resources

Appendix 1: Shasta College Curriculum Committee Bylaws

ARTICLE I – NAME

The name of the organization shall be the Shasta College Curriculum Committee.

ARTICLE II – PURPOSE / RESPONSIBILITIES

The primary purpose of a Curriculum Committee is outlined in Title 5 of the California Code of Regulations.

The Curriculum Committee reports to and is a sub-committee of the Shasta College Academic Senate. Per BP 2510, the District will rely primarily on the advice and judgment of the Academic Senate regarding curriculum.

Curriculum Committee shall also act in compliance with BP/AP 4020 Program and Curriculum Development.

The committee shall oversee all college curriculum development, modification, and approval. The Curriculum Committee shall make recommendations to the Executive Committee of the Academic Senate regarding programs, degrees, majors, certificates, courses, and transfer requirements including General Education requirements, course revisions, disciplines, and other matters which concern curriculum.

ARTICLE III – GOALS

The primary goals of Shasta College Curriculum Committee shall be the following:

- a. To maintain oversight of the College's curriculum approval process;
- b. To uphold Title 5 program, certificate, and course/class standards/regulations as defined in the California Code of Regulations;
- c. And, as they apply to curriculum, to preserve additional statutory requirements for programs and courses as outlined in the Shasta-Tehama-Trinity Joint Community College District's approved Governing Board Policy and Procedures.

ARTICLE IV - DEFINITIONS

The following terms are to be understood in the restrictive and technical sense herein defined.

- a. Faculty Member: Full-time and part-time academic employees whose primary responsibility requires regular and direct contact with students for the purpose of educating or providing educational support to students. Faculty members include, but are not limited to, instructors, librarians, counselors, and athletic trainers. Employees whose positions are designated supervisory, management, administrative, or clerical are not faculty members.

- b. Curriculum Committee: A designated, standing sub-committee of the Shasta College Academic Senate.

ARTICLE V – CURRICULUM COMMITTEE

SECTION 1 - Organization of the Curriculum Committee

The Shasta College Curriculum Committee shall have 13 voting and 2 non-voting members as listed below. With the exceptions of the Chief Instruction Officer (CIO), the elected Faculty Co-Chair, and the Articulation Officer, all Curriculum Committee members are elected or appointed annually by the faculty in their respective areas. If an area representative position is vacant, the area faculty may elect or appoint a faculty member from outside the area as their provisional representative.

- a. Faculty Co-Chair (non-voting)
- b. The Administrative Co-Chair (the current CIO; non-voting)
- c. There shall be 12 Representatives with one faculty representative from each of the following areas:
 - Communications, Fine Arts, World Languages
 - Social Sciences
 - Agriculture, Industrial Technology, Natural Resources,
 - Business, Technology
 - Health Sciences
 - Consumer Sciences, Early Childhood Education, Human Services, Nutrition
 - Career and Life Success, Health, Kinesiology, Physical Education, Public Safety, Student Development
 - English, ESL
 - Mathematics
 - Sciences
 - Library
 - Counseling, Student Services
- d. Articulation Officer
- e. Student appointed by Shasta College Student Senate (non-voting)

SECTION 2- Election of Curriculum Committee Members

Area representatives to the Curriculum Committee shall be elected or appointed annually using a process to be determined by the faculty in the represented area. If area faculty elect or appoint a provisional representative (from outside the represented area), the area faculty may, at any time, elect or appoint a replacement from the area.

SECTION 3 - Election of a Faculty Co-Chair

- a. During an election year in March or April, the Curriculum Committee will elect a Faculty Co-Chair for the following two-year term.
 1. The Faculty Co-Chair shall have been an active member of the Curriculum Committee for the past two (2) years.

2. The Faculty Co-Chair shall be elected by a quorum of Curriculum Committee.
3. The Faculty Co-Chair shall be elected by the Curriculum Committee using plurality voting.

SECTION 4 – Reporting

- a. The faculty Co-Chair of the committee or a designated alternate may attend Academic Senate meetings.
- b. The Co-Chair will report to the Academic Senate as needed, but not less than once per semester.

SECTION 5 – Term of Membership

- a. The Faculty Co-Chair shall serve for a term of two (2) years beginning on June 1st in the election year and ending on May 31st of the second year term.

SECTION 6 – Faculty Co-Chair Vacancy

- a. If the Faculty Co-Chair vacates the position before the end of the term, the President of the Academic Senate shall appoint a current Curriculum Committee member to fill the vacant position.
- b. That person shall serve until the end of the vacant Co-Chair's term.

SECTION 7 – Duties of the Faculty Co-Chair

The Faculty Co-Chair of the Curriculum Committee shall:

- a. Attend all regular and special meetings of the Curriculum Committee.
- b. Appoint a designee to preside at regular and special meetings of the Curriculum Committee in the event that the Faculty Co-Chair is unable to attend.
- c. If requested, attend or appoint a designee to attend Academic Senate meetings.
- d. If requested, attend, or appoint a designee to attend, any regular meetings of the Board of Trustees.
- e. If requested, attend, or appoint a designee to attend
 1. Counseling meetings
 2. Division meetings
 3. Faculty meetings
 4. Other meetings as requested
- f. Provide input to and edit Curriculum Committee agendas.
- g. Edit Curriculum Committee minutes.
- h. Assume responsibility for the progress and work of the Curriculum Committee.
- i. Supervise the administration of Curriculum Committee.
- j. Meet with individual faculty members or Division Deans as needed to assist with course development/modification.
- k. Meet with individual faculty members or Division Deans as needed to assist with mediation that is related to course or program development/modification.
- l. Act as the official spokesperson for the Curriculum Committee.

ARTICLE VI – CONDUCTING BUSINESS

SECTION 1 – Curriculum Committee Meetings

Regular Meetings

- a. A quorum at meetings of the Curriculum Committee shall be assembled from at least seven voting members.
- b. The Curriculum Committee shall hold meetings as needed.
- c. The Faculty Co-Chair shall preside at the regular and special meetings of the Curriculum Committee.
- d. All regular meetings must be announced at least 72 hours in advance. Such meetings are open the public and agendas are publicly posted.
- e. Such announcements will include the agenda of the meeting and such material as is pertinent to the discussion of agenda items.
- f. General meeting locations and times shall be agreed upon by the members of the Curriculum Committee.
- g. As a general rule, meetings shall be scheduled on the 1st and/or 3rd Mondays of the month to avoid conflicts with the Academic Senate's bi-monthly meetings.

Special Meetings

- a. The Faculty Co-Chair, the Administrative Co-Chair, or a majority of the voting members of the Curriculum Committee may call a special meeting.
- b. The agenda must be posted at least 24 hours prior to the meeting in a location freely accessible to committee members, faculty and the college administration.
- c. The agenda should indicate that the meeting is being called as a special meeting, and shall state the time, place, and business to be transacted at the meeting. No other business shall be considered at the special meeting.

SECTION 2 – Changes to the Curriculum Committee By-laws

- a. Changes to the by-laws may be made by two-thirds majority of the Curriculum Committee voting membership.
- b. Changes are subject to approval by the Academic Senate.

SECTION 3 – Curriculum Committee Action

- a. No Curriculum Committee action shall take place without a quorum of the assigned members present.
- b. Any Shasta College faculty (Academic Senate) member may participate in discussions at Curriculum Committee meetings.
- c. Meetings will be conducted using the standard order of business recommended under the parliamentary procedures outlined in *Robert's Rules of Order*.
- d. Only voting members of the Curriculum Committee may make motions and vote at a Curriculum Committee meeting.

- e. Voting will be by simple majority of the voting members.
- f. The Faculty Co-Chair is a non-voting member of the Curriculum Committee.
- g. Post-meeting processing of new or updated courses, certificates and degrees will be handled by the staff of the Vice President of Instruction.

ARTICLE VII – SUB-COMMITTEES

- a. The General Education Committee (GEC) is a standing sub-committee of the Curriculum Committee. The GE Committee considers courses for placement into one or more of the general education patterns and may recommend changes to general education patterns, particularly the local pattern.
- b. The Articulation Officer, who is also a member of the GE Committee, will identify relevant courses for the GE Committee to consider for course placement in patterns. The GE Committee will meet to vote, make recommendations, and report them to the Office of Instruction prior to the publication of the appropriate Curriculum Committee agenda so that the Curriculum Specialists can place them on the agenda and the Curriculum Committee can consider and confirm these recommendations at the same time as the course proposals and before GE approval deadlines.
- c. The Curriculum Committee will rely primarily upon the advice of the General Education Committee regarding course placements into general education patterns and will vote to confirm the General Education Committee’s recommendations, except when unusual circumstances and compelling reasons call for a vote of disapproval.
- d. Once confirmed by the Curriculum Committee, courses may be placed in the recommended general education patterns. The Faculty Co-Chair of the Curriculum Committee, or a designee, will report confirmed course placement recommendations to the Academic Senate.

Approved by Curriculum Committee on 9/18/2017
 Approved by the Academic Senate on 10/09/2017
 Approved by the Curriculum Committee on 12/02/2019
 Approved by the Curriculum Committee 2/03/2020
 Approved by the Academic Senate on 2/10/2020
 Approved by the Curriculum Committee on 5/2/2022
 Approved by the Academic Senate on 5/9/2022
 Approved by the Curriculum Committee 9/18/2023
 Approved by the Academic Senate 9/25/2023

Revised 8/21/2017
 Revised 9/18/2017
 Revised 10/15/2019
 Revised 11/1/2019
 Revised 1/27/2020
 Revised 4/27/2022
 Revised 9/13/2023

Appendix 2: Curriculum-Related Acronyms

- 4CS – California Community Colleges Classified Senate
- 5C – California Community Colleges Curriculum Committee
- AB – Assembly Bill
- ACCE – Association of Community and Continuing Education
- AD-T – Associate Degree for Transfer
- AEP – Alternative Education Program
- AP – Advanced Placement
- ASCCC – Academic Senate for California Community Colleges
- BSTEM – Business, Science, Technology, and Engineering Mathematics
- Cal-GETC – California General Education Transfer Curriculum (replaces IGETC and CSU GE)
- CB21 – Course Basic 21
- CCAP – Career and College Access Pathways
- CCC – California Community College
- CCCCIO – California Community Colleges Chief Instructional Officers
- CCCCCO – California Community Colleges Chancellor’s Office
- CDCP – Career Development College Preparation
- CEO – Chief Executive Officer (the President)
- C-ID – Course Identification
- CIO – Chief Instructional Officer (the Vice President of Instruction)
- CIP – Classification of Instruction
- CLEP – College Level Examination Program
- CO – Chancellor’s Office
- COCI – Chancellor’s Office Curriculum Inventory
- CSU GE – California State University General Education
- CTE – Career and Technical Education
- CWE – Cooperative Work Experience (old term for WEE or Worksite Learning)
- EFL – Educational Functioning Level
- ESL – English as a Second Language
- GE – General Education
- GED – General Education Diploma
- GPA – Grade Point Average
- HiSET – High School Equivalency Test
- IB – International Baccalaureate
- IGETC – Intersegmental General Education Transfer Curriculum
- LMI – Labor Market Information
- MIS – Management Information Systems
- MQs – Minimum Qualifications
- OER – Open Educational Resources

- PCAH – Program and Course Approval Handbook
- SACC – System Advisory Committee on Curriculum
- SB – Senate Bill
- SCFF – Student Centered Funding Formula
- TMC –Transfer Model Curriculum (AD-T requirements accessed through C-ID website)
- TASC – Test Assessing Secondary Completion
- TOP – Taxonomy of Programs
- UC – University of California
- UC TCA – University of California Transfer Course Agreement
- UCOP – University of California Office of the President
- WCAG – Web Content Accessibility Guidelines
- WEE – Work Experience Education (formerly Worksite Learning)

Appendix 3: Glossary

AACJC – Accrediting Commission for Community and Junior Colleges: The AACJC accredits community colleges and other associate degree granting institutions in the Western Region of the United States.

AA-T and AS-T degrees: Known collectively as AD-T (associate degrees of transfer) degrees. The AA-T = Associate in Arts for Transfer and the AS-T = Associate in Science for Transfer. AD-Ts were created in response to SB 1440 which mandated that the California community colleges develop a new type of associate degree to prepare a student for priority admission to the California State Universities. The degree is to provide certain guarantees for course preparedness. The AA-T and AS-T designations distinguish them from other associate degrees.

Articulation: Course articulation refers to the process of developing a formal, written agreement that identifies courses, or sequences of courses, on a ‘sending’ campus that are comparable to, or acceptable in lieu of, specific course requirements at a ‘receiving’ campus.

Articulation Officer: The campus articulation officer ensures that courses are articulated and that community college courses are submitted to C-ID as well as to universities. Articulation officers are active in the C-ID articulation process as well as the implementation of associate degrees for transfer locally and at the state level. Shasta College’s Articulation Officer is Rebecka Renfer (rrenfer@shastacollege.edu).

Carnegie Unit: This is the basis for measuring credit hours. A semester unit of credit is equal to a minimum of at least 3 hours of work per week in a semester.

C-ID – Course Identification Numbering System: The Course Identification Numbering System is a common course numbering system to simplify student movement both within the California community colleges and at CSU and UC campuses. The C-ID system facilitates the identification of comparable courses taught at one CCC or CSU campus as comparable to similar courses taught at another. C-ID increases articulation across all segments of higher education in the state.

Course Outline of Record: In California community colleges every course has a Course Outline of Record which details the minimum standards and content of the course, regardless of the individual instructors who teach course sections. Each college articulation office submits the course outlines through the C-ID website for review and potential assignment of a C-ID designation.

CTE – Career Technical Education: Courses or programs designed in consultation with local industry experts to educate students for employment in response to statewide and local industry needs.

CurricUNET: Web based program for submitting course and program proposals.

DE – Distance Education: An alternative delivery method of educational content that includes ITV, online, hybrid, or similar presentation/delivery methods.

GE – General Education: A required pattern of courses covering a breadth of subjects deemed useful for all college students regardless of major.

IGETC- Intersegmental General Education Transfer Curriculum: A set of courses meeting lower division general education requirements for CSU, UC and the community colleges.

Matriculation: A state-funded categorical program and campus process that includes admission, orientation, assessment, counseling, follow-up, and evaluative services to help students define and attain their educational goals.

Program and Course Approval: A process whereby colleges submit new programs and courses that they have locally approved through their curriculum committee for required Chancellor's Office (and CPEC) approval.

SLOs – Student Learning Outcomes: According to Shasta College's Student Learning Outcome Committee, "a Learning Outcome is a statement about the knowledge, skills, attitudes and abilities a student is expected to have upon successful completion of an academic activity. A Learning Outcome is expressed using active verbs and is stated in terms that make it measurable." The assessment of learning outcomes for courses and programs at Shasta College are in a continuous cycle of review. The requirement for SLOs is dictated by accrediting bodies such as the ACCJC and now also by Title 5 and COCI (Chancellor's Office Curriculum Inventory).

Title 5: The portion of the California Code of Regulations containing regulations adopted by the Board of Governors which are applicable to community college districts.

TMC – Transfer Model Curriculum: The Academic Senates of the California community colleges and California State Universities developed the idea of a TMC as a concerted, statewide response to SB 1440, which mandated that California Community Colleges develop a new type of associate degree – an "associate degree for transfer". The TMCs are drafted by intersegmental discipline faculty and are vetted online through the C-ID system. California community colleges develop their local degrees to align with the TMC and the CSU campuses determine which of their local programs are similar. For a complete list of TMCs, go to <http://www.c-id.net>.

TOP Codes – Taxonomy of Programs Code: Used by the Chancellor's Office to code teaching disciplines and other program areas.

Work Experience Education (formerly Worksite Learning): Designed for students to receive specific "on the job" training which will enhance their online and classroom instruction. In a WEE course, a student will be supervised in a paid or volunteer capacity to enhance or "acquire desirable work habits, attitudes and career awareness."

Appendix 4: Bloom's Taxonomy of Action Verbs

Ideally, course objectives will encompass critical thinking terms from each of the six categories of Bloom's taxonomy; however, emphasis should be placed on the final three categories (Analyze, Evaluate, and Create/Synthesis) because the terms in these lists require student engagement in higher order critical thinking. Course objectives focusing only on the first three categories (Remember, Understand, and Apply) may not serve as sufficient criteria for measurement of critical thinking in a college level course.

Remember	Understand	Apply	Analyze	Evaluate	Create/Synthesize
arrange	cite	apply	analyze	appraise	adapt
choose	classify	associate	appraise	argue	argue
cite	convert	build	break down	assess	arrange
copy	defend	calculate	calculate	attach	assemble
define	demonstrate	categorize	categorize	choose	build
describe	describe	change	compare	compare	categorize
draw	discuss	choose	contrast	conclude	change
duplicate	distinguish	compute	criticize	contrast	collect
enumerate	estimate	demonstrate	debate	defend	combine
find	explain	discover	diagram	describe	compare
identify	express	dramatize	differentiate	determine	compile
label	extend	employ	discriminate	discriminate	comply
list	generalize	illustrate	distinguish	disprove	compose
listen	give examples	implement	examine	estimate	construct
locate	identify	interpret	experiment	evaluate	create
match	illustrate	manipulate	identify	explain	critique
memorize	indicate	model	illustrate	interpret	design
name	infer	modify	infer	judge	develop
observe	locate	operate	inspect	justify	devise
omit	match	practice	inventory	measure	explain
order	observe	predict	model	prioritize	formulate
outline	outline	prepare	outline	prove	generate
point	paraphrase	produce	point out	rate	organize
quote	predict	relate	question	recommend	plan
read	recognize	schedule	relate	relate	prepare
recall	rephrase	show	select	revise	propose
recite	report	sketch	separate	score	rate
record	restate	solve	subdivide	select	rearrange
relate	review	transfer	test	summarize	reconstruct
remember	rewrite	use		support	relate
repeat	select	write		value	reorganize
reproduce	summarize				revise
retell	tell				rewrite
select	translate				set up
show					summarize
spell					synthesize
state					tell
underline					write

Based on: Krathwohl, D. R. (2002). A Revision of Bloom's Taxonomy: An Overview. *Theory Into Practice*, 41 (4), 212.

Appendix 5: CSU Considerations – What Constitutes a Baccalaureate Level Course

Source: <https://www.calstate.edu/cs-system/administration/academic-and-student-affairs/academic-programs-innovations-and-faculty-development/Pages/academic-policies.aspx>.

Considerations Involved in Determining What Constitutes a Baccalaureate Level Course

Because baccalaureate level coursework is intended to contribute to the student's attainment of the objectives embodied in the baccalaureate degree, courses which are designated as baccalaureate level will meet, as one of several standards, the criterion of having a "bridging" function, helping to move the student from the skills and knowledge expected at entrance toward the competencies expected at graduation.

In areas of the curriculum for which the three segmental Academic Senates have identified expected entry level competencies (e.g., English, mathematics, natural sciences), baccalaureate courses shall not replicate the skills and knowledge which are entry expectations but will instead require for satisfactory completion the prior attainment of such skills and knowledge. As comparable statements are developed in other areas of the curriculum, reference to entry level expectations will be useful in helping to define baccalaureate level coursework.

Various graduation expectations, such as those expressed in (1) the goals of general education, (2) the objectives of the various majors, (3) the standards for competency, and (4) such generalized expectations as "intellectual growth" also will influence the judgment as to what constitutes baccalaureate level coursework. Courses designed by qualified faculty to help qualified students move toward the attainment of those expectations will generally be of baccalaureate level. In such courses, faculty judged by their peers to be qualified to teach the courses shall have the determining voice in the decisions as to content, instructional methodology, instructional support resources, and methods and standards for assessing performance. Qualified faculty shall construct and teach baccalaureate courses in ways which assure that the level is appropriate for enhancing the knowledge and skills of the adequately prepared student, and appropriate faculty entities shall have primary responsibility for making course level determinations.

Criteria for Determining Baccalaureate Level Courses

The significant elements involved include institutional issues, the course expectations, and the pedagogy employed. Course content alone will not determine acceptability for baccalaureate credit. The criteria are phrased in terms of expectations from each of the parties. These expectations shall not be construed as, by themselves, defining a baccalaureate level course; rather they are designed as aids to the process of making that determination. Thus, they suggest the kinds of considerations that must underlie a determination of course level but they do not define a rigid and objective standard. The use of this document requires informed judgment as to the extent to which the course in question meets the expectations embodied in each of these criteria. These criteria have been developed primarily to guide community college faculty and administrators in determining appropriate baccalaureate course designations, but they should also be useful in university curriculum review processes.

Institutional Issues

- 1) The course is to be taught by a qualified instructor, judged by peers to be competent in the subject matter.
- 2) Qualified faculty, as judged by their peers, shall make the decisions as to course content, instructional methodology, instructional support requirements, and methods and standards for assessing student performance.
- 3) The institution shall provide adequate assessment and advising to ensure that students enrolling in baccalaureate courses are adequately prepared.
- 4) Adequate instructional support resources shall be available to all students who enroll in the course, including facilities, library materials, and access to qualified faculty outside of class meeting times.

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Course Expectations

- 1) The course is presented in a manner that requires of students:
 - a. a level of intellect, skill, prior knowledge, and maturity consistent with entry level collegiate expectations and the stated prerequisite(s), if any, for that course;
 - b. learning skills and a vocabulary necessary to master the subject matter of a baccalaureate level course; and
 - c. the capacity to think critically and to understand and apply concepts.
- 2) The course:
 - a. treats subject matter with an intensity and pace that establishes an expectation for significantly greater learner independence than that required at the secondary level; and
 - b. requires the student to continue development of communication skills appropriate for higher education.
- 3) Coursework that:
 - a. enhances understanding of analytical, intellectual, scientific, or cultural concepts and traditions generally shall be considered baccalaureate level.
 - b. enhances understanding of occupational and professional fields usually requiring experience in higher education as prerequisite to employment in such fields may be considered baccalaureate level if it includes attention to appropriate theories and concepts.
 - c. provides instruction in occupational fields not usually requiring experience in higher education as prerequisite to such fields may be considered baccalaureate level if the primary emphasis is upon understanding the theories and concepts that underlie practice rather than only upon the development of technical skills required for immediate employment.

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- d. is remedial or college preparatory shall not be considered baccalaureate level.

Pedagogy Employed

- 1) There shall be opportunity for student-faculty interaction of a kind and variety commensurate with achievement of course objectives.
- 2) The method of evaluation of student performance in courses shall discriminate among levels of attainment as appropriate to both entry and exit expectations.

(This document was approved by the Academic Senate CSU in May 1987.)

<https://www.calstate.edu/csu-system/administration/academic-and-student-affairs/academic-programs-innovations-and-faculty-development/Documents/BaccalaureateCoursesSenateMay97.pdf>

Appendix 6: Certificate Title IV Financial Aid Eligibility

Certificate (Non-Degree)

Title IV Financial Aid Program Eligibility At-A-Glance

Last Updated 3.12.2026 RG/JS/MF

Shasta College Process to Evaluate Non-Degree Programs

Below is the order in which certificate program eligibility criteria are evaluated by the Eligibility and Oversight Administrator (the Director of Financial Aid) or alternate, as designated on our Eligibility Certification and Renewal (ECAR):

- Program must be 16 or more credits (units)
- Program must be a minimum of 15 weeks long, (i.e. at least one full semester at Shasta College)
- Program must have state approval, i.e. be approved by the California Community College Chancellor's Office (CCCCO)
- CIP code must crosswalk to a Standard Occupational Code (SOC)
 - <https://www.onetonline.org/crosswalk/CIP/>
- Every course listed to meet certificate program requirements must be able to count toward a single associate degree
 - Each required course in the certificate program must count toward a single associate degree's emphasis, general ed pattern, or electives necessary to reach the 60-unit associate degree requirement
 - If there are courses required for the certificate that do not count towards the emphasis, general ed pattern, or required electives, then a clock-hour to credit-hour conversion must be done to see if the course has clock-hours equivalent to 16 or more credits (units)



Definitions and Abbreviations

Clock hours – Essentially, direct instruction time. Formal definition per Department of Education: “A period of time consisting of a 50- to 60- minute class, lecture, or recitation in a 60-minute period or a 50- to 60-minute faculty –supervised laboratory, shop training, or internship in a 60-minute period.” Note – it's not exactly the same definition as the clock hour for Shasta College hourly faculty payment purposes.

Credit hour – Credits or units

Eligibility Application (E-App) - The application that institutions submit to the Department of Education every six years for recertification to participate in Title IV financial aid programs (Pell, SEOG, FWS, Direct Loans). The E-App is also submitted as necessary to update organizational changes or to receive approval for new programs to be eligible for Title IV financial aid.

Eligibility and Certification Approval Report (ECAR) - The Department of Education's approval, summarizing all institutional and program information.

Eligibility and Oversight Administrator (E&O) – Manages access to complete actions within FSA Partner Connect and has access to make updates to the E-App. Usually referred to as the Director of Financial Aid.

Non-degree program – A program that does not result in an associate or higher degree or a transfer, i.e. a certificate program.

Semester hour – Semester units



Non-Degree Program Eligibility Criteria

A non-degree program is a program that is less than two years in length and does not lead to an associate degree. Certificate programs at Shasta College are non-degree programs.

When an institution submits a **new certificate (non-degree) program** on the E-App for Title IV eligibility, the following information is required.

- **Standard Occupational Code (SOC)**

The SOC is cross walked from the program's CIP code. The SOC indicates the occupation is recognized by the Department of Labor. If a regular non-degree program does not cross walk to a recognized occupation, then the non-degree program is not eligible for TIV financial aid.

Note: There is an exception if the program is a Comprehensive Transition and Postsecondary Program (CTPP). At this time, Shasta College does not have a recognized CTPP; however, work is being done to seek Department of Education approval for CT.3458 Career and Life Success certificate.

<https://www.ecfr.gov/current/title-34/subtitle-B/chapter-VI/part-668/subpart-O>

- **Program Length**

Program length is the duration of the program in weeks. A certificate program must be a minimum of 15 weeks, or one full semester at Shasta College (17 weeks).

- **Type of Hours** – Whether the certificate program is offered in semester hours, quarter hours, or clock hours is important for determining the program's eligibility. All of Shasta College programs are currently offered in semester hours.

- **Clock Hour Conversion** – If the certificate program's courses are not fully countable toward a single associate degree, then the clock to credit hour conversion is required.

- Clock-hour to credit-hour conversion steps:

- Add up the clock hours (contact hours), i.e. lecture, lab, discussion hours for each required course in the certificate.

- For “choose one” requirements, use the one with the least number of units.
- Divide the total clock hours for each course by 30
 - Calculate to three decimal places
- Sum the results for all courses
- The result is the credit-hour amount based on actual clock hours
 - If the result is a fraction, rounding up is not allowed, e.g. if the result is 15.791 credits, it cannot be rounded up to 16 credits

While a program offered in clock hours must provide at least 600 clock hours of instruction offered during a minimum of 15 weeks, for the clock hour to credit hour conversion, 480 clock hours are equivalent to 16 credit hours.

- **Credit Hours** in the program – how many units the non-degree program requires for completion. The certificate must include at least 16 semester credit hours (units) of instruction
- **Applicability Towards Associate’s:** If all of a certificate program’s credits (including all “choose” options) are fully countable toward a single associate degree, then the clock hour to credit hour conversion described above is not required.

The Department of Education has clarified that certificate requirements that meet emphasis, general education, or required electives to reach the 60 units for an associate degree are considered fully countable toward the associate degree. In essence, this means that currently none of our certificate programs require the clock hour to credit hour conversion, although some have been approved previously based on the conversion.

- **State Approval:**
For our certificate programs, state approval has been clarified by the Department of Education to mean Chancellor’s Office approval.

For any new certificate programs being submitted on our Eligibility Application (E-App), the letter from the Chancellor’s Office confirming approval will be submitted as documentation.

For certificate programs that require approval from a different state agency, that agency’s approval documentation will be submitted.

Appendix 7: Modifying a Program in

Appendix 8: CMS User Guide

The screenshot shows the 'Shasta's CurricUNET' interface. At the top left is the logo and 'Shasta's CurricUNET' text. Below it, a navigation menu includes 'CurricUNET Home', 'Search', and 'Links'. The 'Search' section has sub-links for 'Course', 'Program', and 'Users'. The 'Links' section has sub-links for 'Governet', 'Taxonomy', and 'User's Guide'. The main content area is titled 'Course Search' and contains a form with the following fields: 'Status' (radio buttons for 'Active' and 'Historical'), 'Discipline' (a dropdown menu showing 'MATH - Mathematics'), 'Course Number' (a text box with '240'), and 'Course Title' (a text box with 'search'). There is an 'include long title' checkbox and an 'OK' button. To the right of the form is a 'Legend' section with a 'Help' link and a 'More' link at the bottom. A yellow callout box with the text 'Step 3: Select the appropriate discipline from the drop down box.' points to the 'Discipline' dropdown menu.

Step 3: Select the appropriate discipline from the drop down box.

Welcome, Agent P [Log Out](#)

Shasta's CurricUNET

[CurricUNET Home](#)
[Search](#)

Search
Course
Program
Users

Links
Governet
Taxonomy
User's Guide

Course Search

Status Active Historical [?](#)

Discipline [?](#) MATH - Mathematics

Course Number [?](#) 240

Course Title [?](#) include long title

Legend [?](#) Help

Help

Search for course outlines. Active courses are those currently being offered. Historical courses are past course outlines which are no longer being offered. Pending are course outlines which have not been approved.


[More](#)

Welcome, Agent P [Log Out](#)

[CurricUNET Home](#)
Search

Search
Course
Program
Users

Links
Governet
Taxonomy
User's Guide

Actions	Discipline	Course Number	Title
WR AF CI M 	MATH	240	Pre-Algebra *Active* Robert Bittner

Step 6: Click on the "Copy" icon resembling two little pieces of paper.

Legend

- Course Impact Report
- All Fields Report
- Course Outline Report
- Distance Ed Report
- Course Changes Report
- Multiple Measures Report
- Edit
- Copy

Help

Click on the WR icon to view a course outline.
Click on the Copy icon to copy a course to edit.
Click More for Guidelines on Course Revision.

[More](#)

Appendix 9: Links to Curriculum Resources

- [Academic Senate for California Community Colleges](#)
- [Accrediting Commission for Community and Junior Colleges:](#)
- [ACCJC Guide to Evaluating Distance Education and Correspondence Education, 2013 edition](#)
- [ASSIST.org](#)
- [Cal-GETC standards](#)
- [California Community Colleges Chancellor's Office:](#)
- [California Community Colleges Chancellor's Office – Curriculum and Instruction Unit](#)
- [California Community Colleges Program and Course Approval Handbook \(PCAH\)](#)
- [C-ID](#)
- [Course Outline of Record: A Curriculum Reference Guide, ASCC 2008](#)
- [CSU Executive Order 1100](#)
- [Dual Enrollment - Shasta College](#)
- [IGETC Standards, Policies, and Procedures for Intersegmental General Education Transfer Curriculum, version 1.6](#)
- [Intersegmental General Education Transfer Curriculum \(IGETC\)](#)
- [Online Education Initiative](#)
- [Professional Development College \(ASCCC-OERI\)](#)
- [Shasta College Curriculum Committee Website](#)
- [Shasta College GE Patterns](#)
- [Shasta College Online Faculty Resources](#)
- [Statewide Pathways](#)
- [Title 5 California Code of Regulations:](#)

- UC Transfer Articulation