Cerro Coso Community College

Curriculum Handbook

Academic Year 2024-2025

Table of Contents

Cerro Coso Community College Guiding Principles

Mission

The mission of Cerro Coso Community College is to improve the life of every student it serves by prioritizing equity and supporting attainment of educational goals. Through innovative delivery methods, Cerro Coso Community College provides transfer preparation, workforce education, degree pathways, and comprehensive student support services to develop ethical and effective citizenry throughout our vast rural and online communities.

Vision

Cerro Coso Community College will be the first choice in higher education and workforce training for the Eastern Sierra region.

Values

The values at Cerro Coso Community College provide the foundation for all academic, student support, and administrative services:

Educate

We provide students with clear and defined degree, certificate, and transfer pathways to ensure timely completion of educational goals. Through a student-centered approach to collegiate learning, and integrated and equitable support services, we promote student success and retention. We foster diversity of thought, curiosity, and critical thinking within a rigorous and safe learning environment to empower our college community to shape a more equitable and inclusive society.

Innovate

We commit to an inclusive, transparent, fluid, and evolving strategic planning process to acknowledge and anticipate the ever-changing workforce and transfer preparation needs of our students. Through implementation of pedagogical and institutional best practices, we facilitate and encourage innovation and success for all students, faculty and staff.

Include

We commit to equitable access to higher education for all. We value diversity and demand that our campus and classroom atmosphere, curriculum, and programs intentionally foster inclusivity. We recognize that the individual differences of each student, faculty and staff member contribute to the

ability of the college to prepare students on their educational journeys in an increasingly diverse and globalized world.

Serve

We embrace our unique communities and are dedicated to the economic and social development of our service area. Through collaboration with secondary school and workforce partners, we prepare students to give back to their communities through marketable job skills and transfer preparation.

Purpose of this Handbook

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

Committee Purpose

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

Effective practices for curriculum approval include the following:

1. Justification for the proposal of a new or revised course or program, including appropriateness to the mission and/or demonstrated need
2. Curriculum standards, including units, hours, and detailed topical outline
3. Expected learning outcomes
4. Distance education justification, including a rigor statement
5. Equity considerations

Faculty Responsibility for Curriculum

The faculty contract article 4.C.17.f establishes the responsibility of college faculty members to develop or participate in the development of curriculum and to review curriculum periodically, revising as necessary. California Code of Regulations Title 5 section 53200 makes it the primary function of the academic senate to make recommendations to the administration of a college and to the governing board of a district with respect to the following academic and professional matters:

1. Curriculum including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success
6. District and college governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports
8. Policies for faculty professional development activities

9. Processes for program review
10. Processes for institutional planning and budget development
11. Other academic and professional matters as mutually agreed upon between the governing board and the academic senate

In addition, accreditation standards expect that the college relies on faculty and other appropriate stakeholders to design and deliver academic programs that reflect relevant discipline and industry standards and support equitable attainment of learning outcomes and achievement of educational goals.

Diversity, Equity, and Inclusivity

Recognizing first that all faculty members retain academic freedom in their delivery of course content, CIC encourages considerations of diversity, equity, and inclusion in how a program or course ties to the college mission. Two points for CIC members to consider include the following:

1. Consider the proposal's fit with the college's guiding principles on inclusion, expressed in Cerro Coso's statement below:

   > We commit to equitable access to higher education for all. We value diversity and encourage that our campus and classroom environments, curriculum, and programs intentionally foster inclusivity. We recognize that the individual differences of each student, faculty, and staff member contribute to the ability of the college to prepare students on their educational journeys in an increasingly diverse and globalized world.

2. Demonstrate how program or course content acknowledges and responds to the identified needs of our student and community populations.

Curriculum Committee Composition

The Cerro Coso College Curriculum Committee is comprised of **17** members. The appropriate constituent leadership appoints members to the committee. These appointed members must be approved by an affirmative vote of the academic senate each year.

Committee Membership

CIC membership is specified in the senate's standing rules, section 5.1.1. Membership consists of the following:

- CIC Chair
- Articulation Officer
- Student Learning Outcome Coordinator
- Library
- Allied Health, Child Development, Public Service
- Business, Information Technology, Industrial Arts
- English and Foreign Languages
- Kinesiology and Health Science
- Mathematics, Sciences
- Social Science, Visual & Performing Arts

- Counseling
- Site Representative
- Member at Large (x 2)

- Vice President, Instruction
- Instruction Office Specialist, Classified
- Student Representative

Technical Review Team

The technical review team assists curriculum developers with curriculum development, offering feedback about courses or programs going through CIC before they can proceed to the first reading by the committee. This includes checking all proposals for grammar, consistency, legality, and compliance.

- CIC Chair
- Articulation Officer
- Student Learning Outcomes Coordinator

- Vice President, Instruction
- Instruction Office Specialist
- Faculty Chairs/Dean

Meeting Schedule

CIC is a Brown Act committee. As such, its meeting schedule and its announcement of meetings are governed tightly by regulation. In practice, CIC meets on alternate Fridays during the fall and spring semesters from 9:00 am to 12:00 pm in person and through videoconferencing. Agendas must be published to the entire college community (e.g., cc_all) at least 72 hours in advance.

Because of the critical nature of curriculum work at an academic institution and the necessity of meeting quorum to conduct our business, a minimum attendance policy of 70% of all meetings has been agreed upon by our members.

Curriculum Job Descriptions and Responsibilities

Curriculum Committee Member

- Attends CIC meetings, and is a voting member
- Reviews agenda and assigned curriculum, reads proposals before each meeting
- Offers suggestions and input on courses/programs for course developers before and during CIC meetings
- Reports on curriculum issues and requests faculty input on curricular issues in their own area
- Assists colleagues with curriculum development and revision
- All members must maintain an attendance record of 70% of meetings, or the committee will remove the member or member group from the committee

CIC Chair

- Leads the CIC meetings, and is a voting member
- Acts as the final stage of technical review. Once technical review changes are made, the CIC chair places the course/program on the agenda for first reading

- Monitors and moves course and program proposals through the approval process
- Works with the Instruction Office Specialist to develop curriculum committee meeting agendas, minutes, and to address general curriculum issues
- Serves on the Academic Senate Executive Committee to communicate curriculum issues; provides a regular report on CIC accomplishments and happenings; this includes deadlines for launching courses, programs, and revisions
- Serves on the Institutional Effectiveness Committee as a voice for college curriculum to contribute to the dialogue of the college's mission, master educational vision, strategic direction, department and unit goals, community needs, and student success
- When possible, attends the Curriculum Institute sponsored by the Academic Senate of the California Community Colleges
- Maintains detailed tracking of course and program proposals throughout the curriculum process
- Meets with faculty developers to assist in curriculum development

Faculty Articulation Officer

- Attends CIC meetings, and is a voting member
- Reviews and suggests edits on curriculum proposals as a technical review team member
- Communicates articulation issues to the committee, CIC chair, curriculum specialist, vice president of instruction, or deans as appropriate
- Works with other colleges and universities on transferability
- Coordinates articulation agreements
- Prepares transfer degree documentation (TMCs) and keeps committee informed on progress

Vice President, Instruction

- Attends CIC meetings, and is a non-voting member
- Reviews and suggests edits on curriculum proposals as a technical review team member
- Communicates compliance issues to the committee, CIC chair, curriculum specialist or deans as appropriate
- With the president, acts as a final step of the curriculum recommendations before submission to the board

Deans

- Act as part of the technical review team to offer input and feedback before courses proceed to the CIC agenda

Instruction Office Specialist/Curriculum Technician

- Attends CIC meetings, and is a non-voting member
- Reviews and suggests edits on curriculum proposals as a technical review team member
- Takes meeting minutes at each CIC meeting, submits draft minutes to the committee for review, and ensure approved minutes are posted to the college website

- Works with the CIC chair to develop meeting agendas and ensures they are posted to the college website
- Coordinates with the articulation officer, deans, and vice president of instruction as appropriate in the preparation of course and program documentation for submission to the region and state and in the tracking of curriculum proposals through the approval process
- Submits courses and programs to the California Community Colleges Chancellor's Office curriculum inventory
- Maintains accuracy of courses and programs within the California Community Colleges Chancellor's Office curriculum inventory
- Acts as a liaison with the state Chancellor's Office for all technical matters pertaining to the submission of courses and programs to the curriculum inventory
- Enters curriculum information into the college MIS system
- Maintains the accuracy of curriculum information in the college MIS system
- Assists in the development of the annual college catalog
- Works with the CIC chair to coordinate updates and maintain currency of the CIC page on the college website

Course and Program Outlines

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

- Faculty are both legally (Title 5) and contractually (KCCD CCA union contract) required to teach to the Course Outline of Record (COR)
- Four-year colleges and universities articulate courses with community colleges based upon the official COR.
- Accreditation standards require that academic programs at all locations and in all delivery modes are offered in fields of study consistent with the institution's mission and reflect appropriate breadth, depth, and expected learning outcomes.
- Accreditation standards require that the community college assess how well students achieve the student learning outcomes and the program learning outcomes contained in the official COR's and POR's.
- And accreditation standards require that the institution provides students with accurate, current, and consistent students learning outcomes for the courses and programs in which they are enrolled.

For more information see:

- "The Course Outline of Record: A Curriculum Reference Guide Revisited" (ASCCC, 2017)

Articulation

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

Reviewing a Course or Program for CIC Approval

The following questions should be kept in mind as a committee member reviews curriculum proposals:

- Does the course or program fit the mission and guiding principles of the college?
- Is the course or program appropriate for the college level? Are major and general education courses for baccalaureate programs appropriate for the bachelor level?
- Is the incorporation of critical thinking apparent throughout the outline, particularly in the course catalog description, student learning outcomes (and/or objectives), and instruction and evaluation methods?
- Does each part of the outline integrate with and reinforce other parts of the outline?

Standards for CIC Approval

All credit and noncredit courses offered by a community college are subject to approval by the district governing board ("local approval"). All these courses must be reviewed by CIC before being recommended to the governing board for approval. Curriculum approval at the local level thus plays a central role in ensuring that the college delivers high-quality academic programs that engage and support students through their educational journeys and that, as far as practicable, all students receive the same quality of instruction. This is also the fundamental mechanism that engages faculty in the design and evaluation of curriculum and its effectiveness in helping students.

The Course Outline of Record (COR) specifies the purpose, scope, content, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met. Requirements for local curriculum recommendation:

- CIC's role as the primary reviewer and recommender of curriculum for approval by the Kern Community College District Board of Trustees is established in the Cerro Coso Academic Senate by-laws
- CIC's purview shall be all credit and noncredit courses and sequences of courses that constitute a degree or certificate
- CIC shall recommend approval of a course only if the course
  - Aligns with the college's mission
  - Covers appropriate subject matter
  - Complies with all regulations pertinent to community college curriculum, including faculty minimum qualifications, requisites, and others
  - Complies with specific course level credit hours standard and course enrollment caps
    - See Addendum A for exceptions to course enrollment cap standard
  - Reflects generally accepted practices in higher education for ensuring breadth, depth, and rigor appropriate to the level of instruction
  - For upper division courses, requires lower division knowledge and applying that knowledge as demonstrated measures of critical thinking, whether through writing, oral communication, or computation

At Cerro Coso this is done by faculty proposal of new, revised, updated, or deleted courses or programs. These proposals are submitted to the technical review process and then placed on the CIC agenda for

two different reviews by the committee (except for course updates which only require one). Once approved for a second read, the CIC Chair advances them forward to the vice president of Instruction and president prior to placement on the agenda by the KCCD board of trustees for approval.

For more information, see:

- California Education Code, section 66010.4
- Title 5, sections 55002, 55002.5, 55003, 55062
- Program and Course Approval Handbook
- ASCCC Paper "The Course Outline of Record: A Curriculum Reference Guide Revisited" (2017)

Types of Course Proposals

New

A proposal to create a new course that does not currently exist at the college

Revision

A proposal to revise a current course

Deletion

A proposal to delete a current course. This results in permanent removal at the college, district, and state levels. Since almost every course in the catalog applies to one or more programs, faculty members should be aware of the impact of any proposed deletions and are responsible for notifying other departments and other faculty who might have

- a cross-listed course associated with the deletion,
- the course listed as a prerequisite, co-requisite, or advisory to another course, and
- the course listed as part of degree and/or certificate requirements

Update

The committee has found in practice that nearly every instance of curriculum submitted for technical review as an "update" in fact needed a full revision. As a result, the committee now entertains updates only in the form of independent, administrative workflows, with prior CIC approval, applying only to changes in the following:

- Methods of Instruction
- Methods of Evaluation
- Out of class assignments
- Textbooks, Readings, or Related Materials
- Delivery Methods

Correction

A correction is any minor adjustment made to a component of the COR that is obviously incorrect and is inconsequential to the academic and professional matters that are the purview of CIC—for example, filling in a blank CB code or correcting a typo. In rare instances, corrections may be made to other parts of the COR when the original intention is clear and only with the express approval of the department faculty chair and the CIC chair. Correction requests must be submitted to the CIC chair via email with a copy to the faculty chair and the vice president of instruction. The request and overall currency of the COR in question will be reviewed by the CIC Chair, who will then approve the correction to be made or, if circumstances warrant, the course to be through for a full revision. The entire CIC will be notified of any corrections at the first opportunity.

Types of Program Proposals

New Program

A proposal to create a new credit or noncredit degree or certificate

Revision
A proposal to revise a degree or certificate

Deletion

A proposal to delete a degree or certificate (see the section below regarding timelines for deleting a degree or certificate)

Discontinuing a program is a complicated undertaking and tends to be a very long process. It is likely that any active program currently being offered at the college has students in the pipeline—just finishing, in the middle, or at the beginning. The needs of these students must be taken into consideration when proposing discontinuance. This requires a meeting with counseling staff to determine how many and who these students are and to develop a plan to teach out the remaining students in the program. Typically, this coincides with a communication to students, a notice on the program pages on the website, a determination at what point the program no longer appears in the catalog, and other considerations.

Course and Program Considerations

Course Repetition and Repeatability

Title 5, section 55041, permits local districts to designate certain courses as repeatable. However, ONLY the following courses may be designated as repeatable:

- Courses Required for CSU or UC Major Requirements IF those courses are repeatable at the CSU or UC level as verified in the university's catalog. Examples include orchestra, choir, or community band.
- Intercollegiate Athletics Courses. Examples include intercollegiate baseball and general conditioning for competitive athletes.
- Intercollegiate Competition Courses, such as debate. Cerro Coso offers none of these courses.

At Cerro Coso, the overwhelming majority of proposals as new or revised courses are not in the exception that allows repeatability. What about a class that a student has to take over and over for work or for some legally mandated reason, such as CPR for EMT's? There is a petition for such students to fill out and submit for a repeat exception. But note that there's a difference between a STUDENT being allowed to repeat a course through petition and a COURSE being designated as repeatable. Only the courses above may be designated as repeatable on the COR

For more information, see:

- Title 5, sections 55040-55046
- Program and Course Approval Handbook
- Chancellor's Office publication Credit Course Repetition Guidelines

Enrollment Conditions (Prerequisites, Corequisites, Advisories, and Limitations on Enrollment)

Given the impact that prerequisites, corequisites, advisories, and other limitations on enrollment can have on a student's ability to pursue a course of study, Title 5 regulations are very strict regarding when and how a college curriculum committee can approve a prescribed preparation level. A condition of enrollment must satisfy one of the following four purposes:

1. The prerequisite or corequisite is expressly required or expressly authorized by statute or regulation
2. The prerequisite will assure that a student has the skills, concepts, and/or information needed to succeed (receive a satisfactory grade) for the course it is established
3. The corequisite will assure that a student has the skills, concepts, and/or information needed to succeed (receive a satisfactory grade) for the course it is established
4. The prerequisite or corequisite is needed to protect the health or safety of the student or others.

Prerequisite
Prerequisites are Conditions of Enrollment (COE) that students are required to meet prior to enrollment in particular courses and programs. The assignment of a prerequisite to a course signifies that the course skills, or body of knowledge described in the prerequisite, are essential to the success of the student in that course and that it is highly unlikely that a student who has not met the prerequisite will receive a satisfactory grade in the course for which the prerequisite has been established.

Corequisite
Corequisites are COE that signify that a body of knowledge or course skills is essential to the success of a student in a course. However, this body of knowledge or course skills can be acquired or developed

concomitantly with the primary course. Therefore, a student is required to enroll in a corequisite simultaneously with (or, in some cases, may be allowed to enroll in the corequisite *prior to*) the primary course.

Advisory

Advisories are COE that a student is advised but not required to meet before or in conjunction with enrollment in a course or educational program.

Limitations on Enrollment

Sometimes a course requires that students meet a requirement that is not another course, something expressly required or expressly authorized by statute or regulation—for example, a background check for a law enforcement academy course, unit-load and GPA minimum for an intercollegiate athletic course, or drug test for a nursing course. Anything of this nature that is not satisfied by successfully completing another course in the catalog is termed a "limitation on enrollment."

Establishing Corequisites or Prerequisites

A prerequisite may be justified for a course based on content review with statistical validation or content review alone.

However, for out-of-discipline prerequisites not already identified as necessary by articulation or C-ID, prerequisites or corequisites may be established only for any of the following purposes:

1. the prerequisite or corequisite is expressly required or expressly authorized by statute or regulation; or
2. the prerequisite will assure that a student has the skills, concepts, and/or information that is presupposed in terms of the course or program for which it is being established, such that a student who has not met the prerequisite is highly unlikely to receive a satisfactory grade in the course (or at] least one course within the program) for which the prerequisite is being established; or
3. the corequisite course will assure that a student acquires the necessary skills, concepts, and/or information, such that a student who has not enrolled in the corequisite is highly unlikely to receive a satisfactory grade in the course or program for which the corequisite is being established; or
4. the prerequisite or corequisite is necessary to protect the health or safety of a student or the health or safety of others.

Considerations for Prerequisites or Corequisites

Examining success rates for all students in all courses in a discipline can help faculty identify the course with the lowest student success as measured by withdrawal and pass rates. CIC has identified a 55% success rate as a standard for justification of a prerequisite, but courses will be reviewed on a case-by-case basis. A course with this rate of success or lower may be the best and first to consider for a prerequisite or corequisite in the discipline. Alternatively, courses where students are generally more prepared may also be viable candidates; if a course has a high pass rate due to students generally being more prepared, proper signaling of a required level of preparation may protect students from enrolling in a course in which they have little chance of success.

An initial collection and review of data are required to establish the prerequisite or corequisite and will form the baseline for future comparisons. In other words, data to justify a prerequisite for an established course will need to be gathered for the prior two years. In the case of a newly proposed course, data will first need to be gathered for two years before a prerequisite can be justified. Once the prerequisite or corequisite is established, data on student success must be tracked and reviewed every six years, or two years for career technical education courses and programs.

The content review process should, at a minimum, be comprised of the following steps:

1. Faculty in the discipline should review the course;
2. The process should be based on the examination of the course outline of record, course syllabi, texts, tests, and other grading criteria;
3. The body of knowledge or skills determined as necessary and appropriate for a student to be successful in the "targeted" course should be documented;
4. A course that develops the substantive skills or body of knowledge required by the target course should be identified, then reviewed for exit knowledge and skills; or an assessment process should be identified that could measure the necessary skills or body of knowledge; and,
5. A systematic matching of the knowledge and skills between those required in the targeted course and those developed or measured by the proposed prerequisite or corequisite should be documented to determine whether a rational basis exists for requiring the course or assessment procedure as a prerequisite or corequisite.

For more information, see:

- Title 5, Section 55003
- Program and Course Approval Handbook
- Chancellor's Office publication Policies for Prerequisites, Corequisites, and Advisories on Recommended Preparation

Credit by Examination

Credit may be granted to any student who satisfactorily passes an examination approved by discipline faculty and conducted by a designated authority of the College. Such credit may be granted only to a student who is registered at the College and is in good standing, and only for a course listed in the College catalog. Furthermore, the examination must be designed in such a way that it results in a letter grade for the student (A, B, C, etc.) unless the class is offered only in Pass/No Pass mode.

Any department hoping to offer a course to high school students through high school articulation (not dual enrollment) MUST select YES for credit by exam.

For more information see:

- Title 5, section 55051

Minimum Qualifications for Faculty

Minimum qualifications for faculty and administrators in California community colleges are established through a Discipline List that is reviewed every two years by The Academic Senate for

California Community Colleges. The latest edition of the minimum qualifications can be downloaded by clicking here: http://asccc.org/disciplines-list.

Minimum qualifications for faculty teaching a course must be present on the COR. The minimum qualifications that are included in the COR are the minimum requirements that are needed to teach the course under review. Different courses and programs require different qualifications. This requires more rigidity for some courses and more inclusiveness for others depending on the course and program goals and outcome.

For more information see:

- "The Course Outline of Record: A Curriculum Reference Guide Revisited" (ASCCC, 2017)

Student Learning Outcomes (SLO's)

Cerro Coso Community College is committed to the ongoing assessment of student learning in academic programs and student services through a systematic, college-wide assessment plan. The results of assessment provide clear evidence of student learning and are used to make further improvement to instruction and services. While SLO performance and grades are not the same thing, they should be viewed as related in that SLO's drive assignments and assignments (largely) drive grades.

A course's SLOs are determined by the faculty member proposing the course or revision. This determination should be made between the faculty proposing the course, the department in which it belongs, and the Outcomes Assessment Committee or the SLO coordinator, who is an expert and resource to faculty in this area. In some cases, such as those involving C-ID approval, SLO's will be determined or shaped by the course descriptor; in CTE areas, advisory committees are expected to periodically review and have input into course outcomes.

The COR has fields for both SLO's and course objectives. SLO's are different from course objective in that course objectives are generally used to align with C-ID whereas SLO's are what faculty assess on a regular basis to ensure proper teaching methods and student success.

Textbook Adoption and Online Educational Resources (OER)

Texts and instructional materials should be completely referenced: author, title, publisher, and date. The primary text plays a central role in the articulation of a course. It should be clearly recognized by those in the discipline at other institutions as a major work that presents the fundamental theories and practices of the subject. The currency of textbooks is an important consideration and can vary greatly from subject to subject. Some courses may use reference manuals that are long-standing icons of their respective fields. On the other hand, UC and CSU generally require texts that are no more than five years old. Explanations of currency or appropriateness should be provided when texts are more than five years old.

For more information see:

- Title 5, section 55002
- "The Course Outline of Record: A Curriculum Reference Guide Revisited" (ASCCC, 2017)

In addition to traditional textbooks, the adoption of Online Educational Resources (OER) is being widely promoted in order to keep the costs of college down for students. This has been shown to aid in student success and to be important for student equity. As a result, CIC recommends all new and revised courses include an OER textbook resource.

For more information on OER's see:

- "Open Educational Resources and the California Community Colleges" (ASCCC, 2015)

Materials Fee

The current practice at Cerro Coso is to not pass course instructional costs on to students in the form of a materials fee.

Distance Education Addendum

The number of online course offerings continues to grow across all segments of education. Curriculum development and management of distance education courses often present some unique challenges beyond those of traditional face-to-face classes. For example, in addition to all of the core requirements of the COR, faculty who wish to teach a course online must also determine how to establish and document regular and substantive interaction contact (both between instructor and student and among students), ensure accessibility of all online resources and materials, and verify legitimate student attendance in the online environment.

Options for Distance Education are yes, no, or only under emergency conditions, which means an officially declared emergency at the city, county, or state level.

A cousin to distance education is correspondence education, when instructor and students are separated by distance but not mediated by technology--in other words, think old-school correspondence courses through the mail. Again, the options are yes, no, and only under emergency conditions. Typically at Cerro Coso, CE happens only in the prisons and only under emergency conditions, which means most faculty who are creating or revising courses that are offered in the prison, choose this option for CE. In recent semesters a small number of courses has been marked yes.

Noncredit Courses (800-level)

Noncredit courses are courses that are zero unit and cost the student nothing to enroll in. Furthermore, the faculty minimum qualifications are generally lower than those required for credit classes. Sounds ideal? The downsides are that the class provides zero units on a student's transcript, it pays a faculty member less than a credit course if it is not CDCP (see below), and the course must fall into one of the following ten categories:

1. English as a Second Language (ESL)
2. Immigrant Education
3. Elementary and Secondary Basic Skills
4. Health and Safety
5. Substantial Disabilities
6. Parenting
7. Home Economics
8. Courses for Older Adults
9. Short-term Vocational Programs
10. Workforce Preparation

Typically at Cerro Coso, noncredit courses are in the short-term vocational program and workforce preparation categories, although a small number have been approved for older adults. Since there are other peculiarities about noncredit classes, it is advised that you first discuss any interest in creating noncredit courses with the CIC chair, faculty chair, and educational administrator.

Noncredit Programs and CDCP

Just like credit programs are comprised of credit courses, noncredit courses can comprise noncredit programs. There are certain requirements--such as there must be at least two courses, the courses must be from certain categories, a labor market study might be needed, etc.--with the outcome being either a Certificate of Competency or a Certificate of Completion depending on the nature and purpose of the program. Again, you first discuss any interest you might have in this area with your dean, the CIC chair, and your faculty chair if noncredit appeals to you as a way to address demonstrated student need in your department.

If a noncredit program is approved by the Chancellor's Office as a Certificate of Competency or Certificate of Completion its courses qualify as being considered CDCP (Career Development and College Preparation), which means, among other things, that faculty are paid at Cerro Coso at the same rate as credit classes—all while still costing the students nothing.

Upper Division Baccalaureate Courses

With the ability to now propose baccalaureate degrees in the area of applied technology, Cerro Coso faculty and CIC members may be writing, reviewing, and approving upper division courses. So what makes an upper division course different from a typical lower division community college course?

As defined in the Program and Course Approval Handbook, upper division courses build on foundational knowledge gained from lower division courses and emphasize the application of this knowledge through critical thinking, demonstrated in writing, speaking, or problem-solving. These courses may also involve research, professional training, apprenticeships, internships, or practical projects. Typically, they require prerequisites from either lower or upper division courses, based on a review of essential entry skills as outlined in Title 5, § 55003. Such courses are intended exclusively for bachelor's degree programs.

In reviewing and approving such courses, CIC members should be mindful of a greater focus and depth in a discipline than that afforded by lower division courses. From the Program and Course Approval

Handbook: Upper-division general education courses must be taken from at least two different disciplines outside the major, with one course focusing on written communication, oral communication, or computation. While these courses can be from any field, they should be relevant to the required course work for the baccalaureate degree.

Course Identification Numbering System (C-ID)

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

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

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

100- vs. 200-Level Courses

CIC insists that there be a logical order to the sequence of courses; the rule of thumb is that 100-level courses are considered first year and 200-level courses are viewed as more advanced. However, there are currently 200-level courses without 100-level prerequisites and a few 200-level courses that are not sufficiently advanced. These designations should be corrected where appropriate.

Transferability

It is CIC's responsibility to ensure that 100-level courses and above are genuinely transfer-level courses and therefore comparable to their CSU/UC equivalents. C-IDs are not always indicative of a confirmed CSU/UC transferable course. For instance, if there is a C-ID course designated with an "X," then it is not guaranteed to be transferable. The "X" indicates that this is a conditionally transferable course and that the transfer institution will make the determination (see below, Courses Designated with an X).

Transferability can be determined by identifying three CSU transferable courses as equivalents, or by ascertaining that course content is sufficiently rigorous. Making this determination based solely on what other community colleges have decided is transferable does not guarantee that students will be able to successfully transfer.

Courses Designated with an "X"

The "X" designation is used for 100-level and above career technical courses that may not be transferable to UC or CSU (e.g., ADST C102X) but have been evaluated as sufficiently rigorous that they are precluded from being numbered C050-C099.

Approval Process Overview

CAMS is the Curriculum and Assessment Management System used by Cerro Coso Community College to develop and maintain curriculum.

Draft When a faculty member, referred to as the "proposer," initiates a curriculum proposal, it appears in CAMS in Draft status. The proposal stays in Draft status until the faculty member submits and electronically "signs" (approves) the proposal.

Tech Review After a proposal is launched, the status in CAMS changes to the first stage of technical review, including the area dean, articulation officer, outcomes assessment coordinator, curriculum specialist, and vice president instruction. Members of the technical review team offer assistance to curriculum proposers, give feedback, and make suggestions for changes to be made in the proposal. Once technical review is complete, the CIC chair adds the proposal to the next available agenda for first review.

1st Review Once the proposal is moved to "first read" status, it is placed on a CIC agenda. CIC committee members review the proposal and direct comments to the curriculum proposer both before and during the scheduled CIC meeting.

2nd Review After all agreed-upon edits from the first reading are complete, the proposal is moved to "second read" status by the CIC Chair and placed on another CIC meeting agenda. The committee members vote on the proposal to recommend or not recommend. If the proposal is approved, the CIC Chair moves the proposal to the next level (vice president and president review, placement on board action). Note: for clarity and integrity of the curriculum process, second reads cannot be approved pending changes.

Implement Once proposals have been approved by the board, they are ready to be entered into the Chancellor's Office curriculum inventory system, into the district's MIS system (Banner), and into the next college catalogue or addendum.

CAMS Curriculum Step-by-Step Process

1. Log into the CIC webpage:
   https://www.cerrocoso.edu/curriculum-instruction-council/index.html
2. Log into CORs and Curriculum Proposals:
   https://www.cerrocoso.edu/curriculum-instruction-council/cors-and-curriculum-proposals.html

3. Under New, Revised, or Deleted Course Proposals, log into Start a New Proposal:
4. https://dynamicforms.ngwebsolutions.com/Submit/Page?form=d22bf11b-2475-4262-b4c1-fca543fa1ced&section=559829&page=445861&token=D_S2EVnO6ENsYIK_o1-Omcfk_HN1BJ2ZO2_QJT7zb_Y
5. Choose the kind of proposal you want to create, enter your name, and get started. For revisions or deletions, simply type in the course name and number: the COR will self-populate with all previously approved course content.
6. Here's a link to the dashboard, where proposers will find all current COR proposals: https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpId=http://www.okta.com/exkk4ma97tpr7sLzY696&SpSessionAuthnAdapterId=cerrocosoDF&TargetResource=https://dynamicforms.ngwebsolutions.com
   All draft forms are available from the "My Forms" tab at the top of the Curriculum Proposal dashboard. Click "My Forms," select "Pending/Draft Forms," and then select the form to revise it.

CIC Review Process

Committee members and proposers log into Google Drive and access the following folders: Curriculum & Instruction Council, Meeting Documents, Meeting Folder (dated by meeting), Committee Review, First Read, and Second Read. The process works as follows:

1. The faculty proposer submits their completed COR to the CIC chair for a Committee Review.
2. The CIC Chair generates a PDF of this first submission and posts it to the Google Drive and at the same time, the CIC Chair rejects the submission and sends it back to the proposer for editing as the review suggestions appear.
3. The CIC Chair notifies the Tech Review team and the committee at large to review the COR and post comments on the COR in the Committee Review folder—first the tech review team and then the committee a few days later.
4. The CIC Chair notifies the faculty proposer that initial review and comments by the committee are completed.
5. The faculty proposer has until the day before the meeting to revise the COR and submit it back as a First Read draft. The CIC Chair posts it to the Google Drive.
6. At the CIC meeting, the committee reviews the First Read draft, referencing comments from the previous draft and making new comments on the current draft as needed/appropriate.
7. After the meeting, the CIC Chair rejects the submission and sends it back to the proposer.
8. The faculty proposer has until the next Wednesday to revise the COR and submit it back as a Second Read draft.
9. The CIC chair reviews the Second Read draft, ensures that all discussed/captured changes are made, and posts it to the Google Drive.
10. At the CIC meeting, the committee reviews the Second Read draft that all changes are made and approves it. (Alternatively, if further changes need to be made, the process loops back to step 6 above, and repeats)
11. CIC Chair processes the COR, generating a new row on the database and creating a Pending record for board approval.

Degrees: Associate Degrees for Transfer (AA-T/AS-T) and Local GE Degrees (AA/AS)

Associate Degrees for Transfer (ADT)

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

Local General Education Degrees

General Education at Cerro Coso is intended to teach "the ability to think and to communicate clearly and effectively both orally and in writing, to use mathematics, to understand the modes of inquiry of the major disciplines, to be aware of other cultures and times, to achieve insights gained through experience in thinking about ethical problems, and to develop the capacity for self-understanding."

Requirements for local GE approval
1. Courses shall be presented from a theoretical point of view and focus on the core concepts and research methods of the discipline.
2. They must meet the Program Learning Outcomes (PLOs) for their discipline area.
3. They must be at least 3 units for Areas 1-4 and Area 6. Courses for Area 5 and the activity courses for Area 7 may be 1 unit.
4. Courses in Area 6: Ethnic Studies must have Cal-GETC Ethnic Studies approval.

Courses not appropriate for local GE
1. Courses that focus on personal, practical, or applied aspects (with the exception of Active Participation courses in the Humanities Area.
2. Introductory courses to professional programs
3. Independent study or variable topics courses
4. Non-unit bearing courses
5. Non-transferable courses.

Discipline Area Guidelines

Area 1: Natural Sciences

The Physical and Biological Sciences requirement shall be fulfilled by completion of at least two courses: one in Physical Science and one in Life Science. At least one of these two courses must be associated with a laboratory. Courses must emphasize experimental methodology, the testing of hypotheses, investigation, and the process of systematic questioning and assessment, rather than the recall of facts, data, and events. Courses that emphasize the interdependency of the sciences are especially appropriate for non-science majors.

Area 2: Social and Behavioral Sciences

Courses shall provide opportunities for students to develop understanding of the perspectives and research methods of the social and behavioral sciences. Problems and issues in these areas should be examined in their contemporary, historical, and geographical settings. Students who have completed this requirement will have been exposed to a pattern of coursework designed to help them gain an understanding and appreciation of the contributions and perspectives of men, women and of ethnic and other minorities and a comparative perspective on both Western and non-Western societies. The material should be presented from a theoretical point of view and focus on core concepts and methods of the discipline rather than on personal, practical, or applied aspects.

Area 3: Humanities

Courses focusing on technique, skills or performance such as Beginning Drawing, Beginning Painting, and Readers Theater and Oral Interpretation courses focusing mainly on performance and active participation.

Arts Courses:

Courses that have as their major emphasis the integration of history, theory, aesthetics, and criticism. Performance and studio classes may be credited toward satisfaction of this subject area if their major emphasis is the integration of history, theory, and criticism

Humanities Courses:

Acceptable Humanities courses are those that encourage students to analyze and appreciate works of philosophical, historical, literary, aesthetic and cultural importance.

Advanced foreign language and ESL courses (which do not have a principal focus on skills acquisition) may be approved if they include substantial literary or cultural aspects. Theater and film courses may be approved if taught with emphasis on substantial historical, literary, or cultural aspects. Advanced English Composition courses may be approved if they include significant literary and humanities content and/or a methodological, epistemological, or theoretical focus.

Area 4: Language and Rationality

Language courses:

The main focus of this area and its primary activities involve the practices of academic writing. The instructional goal of the course is to help students practice recursive stages of writing, and to teach students how to make informed decisions in response to varied writing situations – student abilities that transfer to writing across the curriculum.

Processes and Practices of Writing: Thecourse should help students develop varied and flexible strategies for generating, drafting, and revising in multiple genres for multiple communities/audiences. The major writing assignments should receive formative peer and instructor feedback to support revision.

Rhetorical Approach to Writing Instruction: Courses must support student development by identifying and implementing explicit writing and reading strategies useful for navigating audience, purpose, context, genre, language conventions, and varied sources-as-evidence.

Types of Writings: Examples of appropriate academic genres include synthesis-driven argumentative texts, literature reviews, and analytical essays. Genre pedagogy should be central to the course, including for example activities where students transform writing from one genre to another (literature review becomes an op-ed or blog post, an academic article is rewritten for a lay audience, etc.). Main writing assignments should not include creative writing genres.

Quantity of Writing: Students should compose a minimum of 5000 words of formal writing across their major assignments, at least 4000 of which must be in revised final draft form.

Math courses:

An approved course will have its primary purpose and content focused on mathematics and quantitative reasoning. Additionally, courses approved to fulfill this requirement must address students' ability to develop, present, use, and critique quantitative arguments. For example, a course in statistics must emphasize the mathematical basis of statistics, including probability theory and estimation, application and interpretation, uses and misuses, and the analysis and criticism of statistical arguments in public discourse.

Area 5: Information Competency

Courses in Area 5 present the fundamentals of the research process and documentation styles, introduce the organization of information in the library setting, emphasize the evaluation of information. They should also cover the use of printed and electronic reference materials and discuss legal and ethical issues of intellectual property including copyright, fair use, and plagiarism.

Area 6: Ethnic Studies

To be approved for this requirement, courses shall have the following course prefixes: African American, Asian American, Latina/o American, or Native American Studies. Similar course prefixes (e.g., Pan-African Studies, American Indian Studies, Chicana/o Studies, Ethnic Studies) shall also meet this requirement. Courses without ethnic studies prefixes may meet this requirement if cross-listed with a course with an ethnic studies prefix.

Courses approved to meet this requirement shall meet at least 3 of the 5 following core competencies. Campuses may add additional competencies to those listed.

1. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and antiracism as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies.
2. Apply theory and knowledge produced by Native American, African American, Asian
3. American, and/or Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group affirmation.
4. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American, and/or Latina and Latino American communities.
5. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans, African Americans, Asian Americans and/or Latina and Latino Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.
6. Describe and actively engage with anti-racist and anti-colonial issues and the practices and movements in Native American, African American, Asian American and/or Latina and Latino communities and a just and equitable society.

Area 7: Health and Wellness

This requirement is designed to equip learners for lifelong understanding and development of themselves as integrated physiological, social, and psychological beings. Physical activity may be included. Content may include topics such as student success strategies, human behavior, sexuality, nutrition, physical and mental health, stress management, information literacy, social relationships and relationships with the environment, as well as implications of death and dying or avenues for lifelong learning. Courses in this area shall focus on the development of skills, abilities and dispositions.

Addendum A

Course Enrollment Cap Exceptions

(insert here)