



Curriculum User Guide

2026 Revision

To access the web links, visit the online version
of the CHC Curriculum Handbook on the [Curriculum Home Page](#)

Mission Statement

The Crafton Hills College mission is to change lives. We seek to inspire our students, support our colleagues, and embrace our community through a learning environment that is transformational. Crafton Hills College welcomes everyone and is committed to working with students from diverse backgrounds. The College has an exceptional learning environment built on a tradition of excellence, a talented faculty, a driven student body, a committed staff, with passionate leadership and community support.

Vision Statement

To empower the people who study here, the people who work here, and the people who live in our community through education, engagement, and innovation.

Institutional Values

We rely on the following values to support our vision and mission:

- **Respect:** To champion active listening and open dialogue within our community.
- **Integrity:** To uphold honesty in our interactions and academic pursuits and maintain community collaboration.
- **Diversity & Inclusion:** To promote a welcoming environment through equitable and antiracist practices in all aspects of our work.
- **Innovation:** To actively grow and adapt to support our mission and vision through a willingness to embrace new perspectives and new ideas.
- **Leadership:** To develop and inspire current and future leaders through professional development, mentorship, education, and experience.
- **Sustainability:** To be a leader in our community by reducing environmental impact with practices that meet the needs of the present without compromising the future.

Curriculum Accessibility Statement

Crafton Hills College is committed to guaranteeing accessibility within its curriculum and advancing equitable student outcomes for all learners. Guided by the principles of Universal Design for Learning (UDL) and our commitment to DEIAA, our curriculum is designed to accommodate and engage diverse students through accessible course design, instructional materials, and assessments. This design ensures that the intensity, scope, and rigor of college-level coursework—including critical thinking, vocabulary allocation, and complex concepts—remain robust while being accessible to all.

Through ongoing review and continuous improvement, Crafton Hills College strives to promote inclusion, foster belonging, and ensure meaningful access that supports every student's success.

Crafton Hills College Curriculum Committee User Guide (2026)

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Preface

This User Guide is a practical resource for developing and maintaining the curriculum here at Crafton Hills College. It is meant to help faculty and staff balance the technical requirements of academic standards with our primary goal: providing a life-changing education for our students.

As we adapt to new educational needs, this document brings together Title 5 regulations and our own commitment to student success. Our goal is to create a framework for courses that don't just meet high standards for intensity, scope, and college-level rigor, but also reflect our deep-seated values of Diversity, Equity, Inclusion, Accessibility, and Antiracism ([DEIAA](#)).

By leaning into Universal Design for Learning ([UDL](#)), we make sure our courses remain challenging—requiring critical thinking, high-level vocabulary, and complex conceptual work—while ensuring those challenges are accessible to every student. This handbook is a living resource that reflects our ongoing work to lead with innovation and remove the barriers that stand in the way of student achievement.

Using This User Guide

We've designed this User Guide to be a functional, clickable resource rather than a static document. Throughout the various guides, you will find embedded links that take you directly to specific sections for deeper exploration.

As you navigate the curriculum process, keep an eye out for these:

- Step-by-Step Guides:
 - Directions for the Originator (Author) explaining each section in CurriQunet, including guidance on how to complete the proposal and move it through the approval process.
 - Directions for Curriculum Committee Members detailing what to Review for proposals and modifications and how to make comments to the originator.
- Hyperlinks throughout for easier navigation and directions.
- [How to use the CurriQunet Outline Tool](#)
- Example phrasing:
 - [Catalog Description](#)
 - [Need for Course](#)
 - [Goals for Course](#)
 - [Student Learning Outcomes](#)
 - [Typical Out-of-Class Reading and Writing Assignments](#)
 - [Course Materials and OER](#)
- [Title 5 Lexicon Reference](#): A quick reference for integrating required Title 5 terminology into course outlines.
- The Principles of Universal Design for Learning ([UDL](#)) and [DEIAA](#) in the Curriculum

The Course Outline of Record (COR): Ownership & Framework

1. Departmental Ownership vs. Individual Authorship

The Course Outline of Record (COR) is a legal document approved by the Curriculum Committee and the District Governing Board. While a faculty member acts as the originator (author) during development, the originator does not have sole rights to the COR.

The COR is a departmental document written for the program, not a specific person. It serves as the official blueprint for the course; any instructor teaching the course must use the COR as their primary guide to ensure curricular consistency and equity.

2. The Instructional Core: Content, Objectives, and SLOs

To maintain compliance with Title 5, every instructor must strictly adhere to these three "fixed" elements, which are functionally linked through the course content:

- **Course Content (The "What"):** The specific body of knowledge and topics that must be taught. **Content is the central link;** it provides the substance through which Objectives and SLOs are realized.
- **Objectives (The "How Content is Achieved"):** The discrete skills and building blocks students master while engaging with the content.
- **Student Learning Outcomes (The "Evidence of Mastery"):** The overarching goals that measure how effectively a student has mastered the content.

3. Academic Freedom & Representative Elements

While the core elements above are fixed, other sections of the COR serve as **recommendations and examples**. Academic freedom allows instructors the professional autonomy to adapt these areas:


| COR Element | Flexibility & Academic Freedom |
|-------------------------------|--|
| Methods of Instruction | Typical examples provided; instructors choose the pedagogical style that best delivers the content. |
| Methods of Evaluation | Examples of assessment; instructors design their own specific assignments and rubrics to measure the Objectives and SLOs. |
| Course Materials | Representative texts are listed; instructors may select equivalent college-level materials that cover the required Content. |
| Typical Assignments | Typical outside-of-class assignments are examples; instructors may create unique tasks to reinforce learning. |
| UDL & DEIAA | Recommended strategies for Diversity, Equity, Inclusion, Accessibility, & Anti-Racism and Universal Design for Learning should be integrated into the instructor's unique course design. |
| Modality (DE) | For Distance Education, the COR provides the framework, but instructors choose specific digital tools and engagement strategies. All DE offerings must adhere to RSI (Regular and Substantive Interaction) requirements. For fully online courses instruction is asynchronous, no required scheduled meetings (including Zoom). |

Part 1: CurriQunet Navigation and Proposal Guides

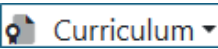

Part 1.A. How to Start in CurriQunet

Log into [CurriQunet](#) using your campus credentials to access your Dashboard.

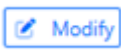
A.1. New Course Proposal (COR)

- Preparation: Check for available course numbers with the Instructional Services Analyst.
- Step 1: Click **Create New Proposal**  select **New Course > Create**.
- Step 2: Refer to the [CurriQunet Guide - New Course COR Proposal](#) for complete instructions.


A.2. New Honors Course Proposal (COR)

- Preparation: You must have an approved, Active base course before starting. Honors versions are created by cloning, not by starting a new proposal.
- Step 1: Search for the base course under **Curriculum**  **> Course**.
- Step 2: Select **Clone**  choose **New Course - Honors > Create**.
- Step 3: Refer to the [CurriQunet Guide - New Honors Course COR Proposal](#) for complete instructions.

A.3. Course Modifications: Including [6-Year Revision](#), Honors, or DE-Only

- Step 1: Find Active version of the course under **Curriculum > Course**.
- Step 2: Select **Modify**  choose **Course Modification** or **Modify Course – Honors** or **DE Addition Only** then click **Create**.
- Step 3: For complete instructions refer to the:
 - [CurriQunet Guide - Course Modification COR Proposal](#)
 - [CurriQunet Guide - Honors Course Modification Proposal](#)
 - [CurriQunet Guide - DE only Addendum Proposal](#)

A.4. New Program Proposal

- Step 1: Click **Create New Proposal**  select **Program > Create**.
- Step 2: Refer to the CurriQunet Guide - [CurriQunet Guide - New Program Proposal](#) for complete instructions.

A.5. Program Modification

- Step 1: Find Active version of the Program under **Curriculum > Program**
- Step 2: Select **Modify** choose **Proposal type – Program Modification > Create**.
- Step 3: For complete instructions refer to: [CurriQunet Guide - Program Modification](#)

Part 1.B. CurriQunet Guides for Completing COR and Program Proposals

B.1 CurriQunet Guide – New Course COR Proposal

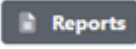

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| <p>Start Here: Initiate by clicking the Create New Proposal, select New Course, and click Create</p> <p><i>Ensure all content areas are current, accurate, and aligned with approved learning outcomes while intentionally reflecting UDL and DEIAA principles to accommodate and engage diverse students. All sections must demonstrate a consistent college-level difficulty, intensity, and rigor.</i></p> | |
| C-ID Descriptors | <ul style="list-style-type: none"> • Check to see if there is a C-ID Descriptor. CHC Catalog will show C-ID number for reference. Not all courses have a C-ID. • Go to C-ID Descriptors – Final for requirements. • Recommended: Following the C-ID Descriptor will help the course be approved by the State. |

CurriQunet Form Sections:

- [Title 5 Lexicon](#): A quick reference for integrating required Title 5 terminology into course outlines.

| | | |
|---|---|---|
| Cover | Course Discipline, Number and Title | Previous CHC Course numbers may not be used, check with Instructional Services Analyst for available course numbers. |
| | Short Title | Can be same or different from title Example: Organic Chemistry → OCHEM |
| | 1 st Semester to be offered | Select a fall semester two years away. |
| | Recommended Course Enrollment | Course Caps: Check with agreed course cap with Dept. Chair, do not just make it up. |
| | Standalone course | Select if this is a standalone course. |
| | Catalog Description | Provide a brief overview of the course focus and scope. Clearly state what students will learn and do in the course. <ul style="list-style-type: none"> • For cross-listed courses, both disciplines must be listed in the Description (e.g. This course is offered as ETHS 141 and SOC 141). |
| | Schedule Description | Will be the same as the Catalog Description. |
| | Need for the Course | Justify why the college should offer the course to its students. Describe how the course fulfills program, degree, certificate, or transfer requirements. Reference student demand, enrollment trends. Title 5 Lexicon |
| | Goals for the Course | Describe how the course supports the college mission by promoting academic excellence, critical thinking, lifelong learning, and transfer or career readiness. Title 5 Lexicon |
| Does this course equate with a course taught at SBVC? | Look at SBVC course outlines to see if it equates. | |

| | | |
|--|--|---|
| Co-Contributors | Only those in the same discipline can be a co-contributor. | |
| Cross Listed Course | Reminder: Include both in Catalog Description. No other action. Curriculum Chair(s) will populate this section in CurriQunet. | |
| Units and Hours | Select Course type. Answer if it has variable units. Check all the Instructional Categories that apply. Fill in Min Lecture Units then use the provided table to list Contact Hours and Out of Class Hours. | |
| Course Standards | Grading Method: Select Pass/No Pass or Letter Grade. Scroll down to select any areas that apply. | |
| <u>Content</u> | <ul style="list-style-type: none"> • Be sure to use CurriQunet Outlining Tool only to ensure proper format in COR. Do not paste in a Word “outlined format”, it will appear wrong in the COR PDF. | |
| <u>Objectives</u> | <ul style="list-style-type: none"> • Use higher level Bloom’s Taxonomy • Click +Add button, select Objective then toggle to open the text box to type in objective. Select “Requires Critical Thinking” if it applies. Each Objective will be a separate entry. | |
| Entrance Skills | <ul style="list-style-type: none"> • Click +Add, select Entrance Skill then select Entrance Skill Type. Each Entrance Skill will be a separate entry. | |
| <u>Student Learning Outcomes (SLOs)</u> | Student Learning Outcomes (SLOs) | <ul style="list-style-type: none"> • These are determined by the discipline. Use higher level Bloom’s Taxonomy • Click +Add, select Outcome then toggle to open. Fill in Outcome Text. Each Outcome will be a separate entry. |
| | General Education Outcomes (GEOs) | Select appropriate area(s) more than one may be selected. |
| | Institutional Learning Outcomes (ILOs) | Select appropriate area(s) more than one may be selected. |
| Requisites | <ul style="list-style-type: none"> • Prerequisite • Corequisite • Departmental Recommendations • Limitation on Enrollment (e.g. Performance tryout or audition) | <ul style="list-style-type: none"> • Click +Add, select New Requisite Type, then toggle to open. Select Requisite Type in the drop-down menu. Select Subject from the drop-down menu, then the Requisite Course. Requisite Comment is optional. Each Requisite will be a separate entry. |
| Requisite Validation | <p>See message in CurriQunet if you have any issues with this section</p> <ul style="list-style-type: none"> • Click +Add, select New Requisite Type then toggle to open. Select Requisite Course then Content Review Type. <ul style="list-style-type: none"> ○ Content to Content: Fill in both text boxes. ○ Entrance Skills to Objectives: Select all that apply. ○ Entrance Skills to Entrance Skills: Select all that apply. | |
| <u>Methods of Evaluation</u> | <ul style="list-style-type: none"> • Click +Add, select New Evaluation Method, then toggle to open. Select Evaluation Method from the drop-down menu. Percents are optional, but if given ensure they add up to 100%. Each Evaluation Method will be a separate entry. | |

| | | |
|---|--|---|
| <u>UDL and DEIAA</u> | Components will be automatically embedded into COR. Select Credit by Exam or Credit by Prior Learning if applicable. Use textbox for any additional UDL and DEIAA opportunities for this course. | |
| <u>Course Materials</u> | Select recent instructional materials (published within 5 years) that align with the course's required rigor , difficulty, and intensity . Faculty are strongly encouraged to also adopt OER (list under Textbook or 'Other') to reduce student costs and enhance accessibility. Some disciplines have exceptions to recency requirements, such as classic or legacy works. | |
| | Textbook: Click +Add, select Textbook, then toggle to open and complete all fields including "Show how course materials reflect equity" . Each Textbook will be a separate entry. <ul style="list-style-type: none"> Follow the same procedure for adding Manual, Software, and Other Learning Materials. | |
| <u>Typical Out-of-Class Assignments</u> | Hours/ week on assignments outside of the class | See the provided chart for reference on the number of hours to enter. 3-unit lecture = 6-Outside of Class Hours. |
| | Some assignments require critical thinking | Select if applicable. |
| | Reading (required) Writing (required) Other (optional) | Provide assignments that align with Objectives, demonstrate rigor , intensity , critical thinking, and independent study. Include diverse UDL submission methods and associated evaluation criteria. Writing tips and example phrasing. |
| Methods of Instruction | After each selection, describe how it will support the course in terms of critical thinking, rigor , difficulty, level, intensity and reflect UDL and DEIAA . Select Emergency Remote Instruction . Only courses with special circumstances such as CTE are excluded from this. | |
| Distance Education Section <ol style="list-style-type: none"> Distance Education? Select "Yes" to open required fields. DE Course Cap: Enter the recommended enrollment (Typically 45; verify with Dept. Chair). Formats: Select at least two (e.g., FO, PO, OPA). If choosing only one, provide an explanation in the text box. (e.g., All exams or all labs must be in person only). Part 2 (RSI) and Part 3 (Accessibility): These are auto-embedded; no action is needed unless specific discipline requirements require selecting "Other" and explaining. | | |
| No action for General Education/Transfer and Course Articulation sections since they are not completed by the COR originator. | | |
| <p>Need Help? If you are unsure about any section, contact the Curriculum Chair(s) before launching the proposal.</p> <p>Review COR for accuracy (Reports  > PDF). After select Launch  to start the approval process.</p> <p>Required Action to View Proposal History View Proposal History: Originators are responsible to review the comments and suggestions for edits throughout the Review/Approval process. There will be opportunities to edit the COR before final approval based on these comments. <i>Failure to do this will delay the approval progress.</i></p> | | |



B.2 CurriQunet Guide - New Honors Course COR Proposal

A base COR must be approved or in review before an Honors version can be created.

Start Here: Find the **Base Course**, select **Clone**, choose **New Course - Honors** then **Create**.

CurriQunet Form Sections

Title 5 Lexicon: A quick reference for integrating required Title 5 terminology into course outlines.

| | | |
|---|--|--|
| Cover | Course Discipline, Number and Title | <ul style="list-style-type: none"> Course Number: Add H to number Course Titles: Add Honors to end of titles. |
| | 1 st Semester to be offered | Select a semester fall or spring and year. |
| | Recommended Course Enrollment | Course Caps: Check with agreed course cap with Dept. Chair, do not just make it up. |
| | Catalog Description | Add: This is an Honors course. |
| | Schedule Description | Will be the same as the Catalog Description. |
| | Honors Section Justification | Can be as brief as this, or more detailed. <ul style="list-style-type: none"> Students often want a [Discipline] class for honors credit. |
| | Does this course equate with a course taught at SBVC? | Look at SBVC course outlines to see if it equates. |
| Content | Add Honors Specific Content such as: <ul style="list-style-type: none"> Original Research in the Field of [Discipline] Effectively present on a research project using appropriate media. | |
| Objectives | Add Honors Specific Objective(s) using higher level Bloom's Taxonomy . <ul style="list-style-type: none"> Click +Add, select Objective then toggle to open the text box to type in objective. Select Requires Critical Thinking if it applies. | |
| Requisites | Prerequisite: Acceptance into the College Honors Institute must be in <i>Conditions of Enrollment Catalog View</i> . If missing Click +Add > New Non-Course Requirement: Toggle to open text box then type: "Prerequisite: Acceptance into the College Honors Institute" | |
| Typical Out-of-Class Assignments | Select Some assignments require critical thinking . Add Honors Assignment(s) that demonstrate rigor , intensity , and critical thinking. Include diverse UDL submission methods and associated evaluation criteria. Writing tips and example phrasing . | |
| Critical Thinking Skills | Type in the Augmented Critical Thinking skills the honors student will develop. As an example, start with: As a result of completing the honors course, students will be able to... | |
| Enhanced Instructional Methodology | Describe (in bullets) the ways to enhance assignments, evaluation methods, and textbooks and other instructional materials to support the honors level of this class. | |
| DE | Check with Honors Coordinator to see if okay for DE. | |
| <p>Need Help? If you are unsure about any section, contact the Curriculum Chair(s) before launching the proposal.</p> <p>Review COR for accuracy (Reports  > PDF). After select Launch  to start the approval process.</p> <p>Required Action to View Proposal History View Proposal History: Originators are responsible to review the comments and suggestions for edits throughout the Review/Approval process. There will be opportunities to edit the COR before final approval based on these comments. <i>Failure to do this will delay the approval progress.</i></p> | | |

B.3 CurriQunet Guide - Course Modification Proposal (including Six-Year Revisions) See B.4 for Honors Course Modifications & B.5 for DE Only Addendum.

Start Here: Use **Active COR**. Select **Modify**, choose **Course Modification** and click **Create**.



| | |
|-------------------------|--|
| C-ID Descriptors | <ul style="list-style-type: none"> • Check to see if there is a C-ID Descriptor. CHC Catalog will show C-ID number for reference. Not all courses have a C-ID. • Check C-ID Descriptors – Final for any requirement updates since the last COR revision. • Recommended: Following the C-ID Descriptor will help the course be approved by the State. |
|-------------------------|--|

CurriQunet Form Sections

Title 5 Lexicon: A quick reference for integrating required Title 5 terminology into course outlines.

| | | |
|---|---|--|
| Cover | Course Discipline, Number and Title | Only the Curriculum Chair(s) can change these, the originator cannot. Short Title can be changed. |
| | 1 st Semester to be offered | Select a semester fall or spring and a year. |
| | Recommended Course Enrollment | Course Caps: Check with agreed course cap with Dept. Chair, do not just make it up. |
| | Standalone course | Select if this is a standalone course. |
| | Catalog Description | For cross-listed courses , both disciplines must be listed in the Description (e.g. This course is offered as ETHS 141 and SOC 141). |
| | Schedule Description | Will be the same as the Catalog Description. |
| | Need for the Course | <ul style="list-style-type: none"> • Justify why the college should offer the course; fulfills program, degree, certificate, or transfer requirements. • Check that course numbers are accurate and revise if needed. • Update all IGETC references to CalGETC. |
| | Goals for the Course | Describe how the course supports the college mission by promoting academic excellence, critical thinking, lifelong learning, and transfer or career readiness. |
| | Rationale for course modifications | State the reason for the proposed change. Examples: Six-year revision, Remove/Add prerequisite [state course] |
| Does this course equate with a course taught at SBVC? | Look at SBVC course outlines to see if it equates. | |
| Co-Contributors | Only those in the same discipline can be a co-contributor. | |
| Cross Listed Course | Reminder: Include both in Catalog Description. No other action. Curriculum Chair(s) will populate this section in CurriQunet. | |
| Units and Hours | Check to verify it is appropriate and all sections completed. | |
| Course Standards | Grading Method: Select Pass/No Pass or Letter Grade. Scroll down to verify or select any areas that apply. | |

| | | |
|---|--|---|
| <u>Content</u> | Be sure to use CurriQunet Outlining Tool only to ensure proper format in COR. Do not paste in a Word “outlined format”, it will appear wrong in the COR PDF. | |
| <u>Objectives</u> | <ul style="list-style-type: none"> • Use higher level Bloom’s Taxonomy • Click +Add button, select Objective then toggle to open the text box to type in objective. Select “Requires Critical Thinking” if it applies. Each Objective will be a separate entry. | |
| Entrance Skills | <p>Check to verify if it is still appropriate.</p> <ul style="list-style-type: none"> • Click +Add, select Entrance Skill then select Entrance Skill type. Each Entrance Skill will be a separate entry. | |
| <u>Student Learning Outcomes (SLOs)</u> | Student Learning Outcomes (SLOs) | <ul style="list-style-type: none"> • These are determined by the discipline. Use higher level Bloom’s Taxonomy • Click +Add, select Outcome then toggle to open. Fill in Outcome Text. Each Outcome will be a separate entry. |
| | General Education Outcomes (GEOs) | Select appropriate area(s) more than one may be selected. |
| | Institutional Learning Outcomes (ILOs) | Select appropriate area(s) more than one may be selected. |
| Requisites | Be sure to check that Requisite Courses have not changed number or discipline code since last COR. | |
| | <ul style="list-style-type: none"> • Prerequisite • Corequisite • Departmental Recommendations • Limitation on Enrollment | <ul style="list-style-type: none"> • Click +Add, select New Requisite Type, then toggle to open. Select Requisite Type in the drop-down menu. Select Subject from the drop-down menu, then the Requisite Course. Requisite Comment is optional. Each Requisite will be a separate entry. |
| Requisite Validation | Legacy Entrance Skills | Manually re-enter any valid legacy data, as it does not transfer to the outline. |
| | <p>See message in CurriQunet if you have any issues with this section</p> <ul style="list-style-type: none"> • Click +Add, select New Requisite Type then toggle to open. Select Requisite Course then Content Review Type. <ul style="list-style-type: none"> ○ Content to Content: Fill in both text boxes. ○ Entrance Skills to Objectives: Select all that apply. ○ Entrance Skills to Entrance Skills: Select all that apply. | |
| <u>Methods of Evaluation</u> | Methods of Evaluation (legacy) | Manually re-enter any valid legacy data, as it does not transfer to the outline. |
| | <ul style="list-style-type: none"> • Click +Add, select New Evaluation Method, then toggle to open. Select Evaluation Method from the drop-down menu. Percents are optional, but if given ensure they add up to 100%. Each Evaluation Method will be a separate entry. | |
| <u>UDL and DEIAA</u> | Components will be automatically embedded into COR. Select Credit by Exam or Credit by Prior Learning if applicable. Use textbox for any additional UDL and DEIAA opportunities for this course. | |



| | | |
|---|--|---|
| <u>Course Materials</u> | Select recent instructional materials (published within 5 years) that align with the course's required rigor , difficulty, and intensity . Faculty are strongly encouraged to also adopt OER (list under Textbook or 'Other') to reduce student costs and enhance accessibility. Some disciplines have exceptions to recency requirements, such as classic or legacy works. | |
| | Textbook: Click +Add, select Textbook, then toggle to open and complete all fields including “Show how course materials reflect equity” . Each Textbook will be a separate entry. <ul style="list-style-type: none"> Follow the same procedure for adding Manual, Software, and Other Learning Materials. | |
| <u>Typical Out-of-Class Assignments</u> | Hours per week on assignments outside of the class | See the provided chart for reference on the number of hours to enter. 3-unit lecture = 6-Outside of Class Hours. |
| | Some assignments require critical thinking | Select if applicable. |
| | Reading (required) Writing (required) Other (optional) | Provide assignments that align with Objectives, demonstrate rigor , intensity , critical thinking, and independent study. Include diverse UDL submission methods and associated evaluation criteria. Writing tips and example phrasing. |
| Methods of Instruction | After each selection, describe how it will support the course in terms of critical thinking, rigor , difficulty, level, intensity and reflect UDL and DEIAA . Select Emergency Remote Instruction . Only courses with special circumstances such as CTE are excluded from this. | |
| Distance Education Section | | |
| <ol style="list-style-type: none"> Distance Education? Select "Yes" to open required fields. DE Course Cap: Enter the recommended enrollment (Typically 45; verify with Dept. Chair). Formats: Select at least two (e.g., FO, PO, OPA). If choosing only one, provide an explanation in the text box. (e.g., All exams or all labs must be in person only). Part 2 (RSI) and Part 3 (Accessibility): These are auto-embedded; no action is needed unless specific discipline requirements require selecting "Other" and explaining. | | |
| No action for General Education/Transfer and Course Articulation sections since they are not completed by the COR originator. | | |
| Need Help? If you are unsure about any section, contact the Curriculum Chair(s) before launching the proposal. | | |
| Review COR for accuracy (Reports  > PDF). After select Launch  to start the approval process. | | |
| Required Action to View Proposal History View Proposal History : Originators are responsible to review the comments and suggestions for edits throughout the Review/Approval process. There will be opportunities to edit the COR before final approval based on these comments. <i>Failure to do this will delay the approval progress.</i> | | |

B.4 CurriQunet Guide - Honors Course Modification Proposal

Start Here: Use Active COR. Select **Modify > Modify Course – Honors** and click **Create**.

CurriQunet Form Sections

Title 5 Lexicon: A quick reference for integrating required Title 5 terminology into course outlines.



| | | |
|---|--|--|
| Cover | Base Course Selection | Select the Active Base Course in the drop-down menu. |
| | 1 st Semester to be offered | Select a semester fall or spring and year. |
| | Recommended Course Enrollment | Course Caps: Check with agreed course cap between Office of Instruction and AS. |
| | Catalog Description | <ul style="list-style-type: none"> Check for “This is an Honors Course.” |
| | Rationale for Modification | State the reason for the proposed change. Example: Six-year revision. |
| | Honors Section Justification | Can be as brief as this, or more detailed. <ul style="list-style-type: none"> Students often want a [Discipline] class for honors credit. |
| | Does this course equate with a course taught at SBVC? | Look at SBVC course outlines to see if it equates. |
| Content | Add Honors Specific Content such as: <ul style="list-style-type: none"> Original Research in the Field of [Discipline] Effectively present on a research project using appropriate media. | |
| Objectives | Add Honors Specific Objective(s) using higher level Bloom’s Taxonomy . <ul style="list-style-type: none"> Click +Add, select Objective then toggle to open the text box to type in objective. Select Requires Critical Thinking if it applies. | |
| Requisites | Prerequisite: Acceptance into the College Honors Institute must be in <i>Conditions of Enrollment Catalog View</i> . If missing Click +Add > New Non-Course Requirement: Toggle to open text box then type it in. | |
| Course Materials | Verify that materials from base course copied over correctly. | |
| Typical Out-of-Class Assignments | Select Some assignments require critical thinking . Add Honors Assignment(s) that demonstrate rigor , intensity , and critical thinking. Include diverse UDL submission methods and associated evaluation criteria. Writing tips and example phrasing . | |
| Critical Thinking Skills | Type in the Augmented Critical Thinking skills the honors student will develop. As an example, start with: As a result of completing the honors course, students will be able to... | |
| Enhanced Instructional Methodology | Describe (in bullets) the ways to enhance assignments, evaluation methods, and textbooks and other instructional materials to support the honors level of this class. | |
| DE | Check with Honors Coordinator to see if it can be offered as DE. | |
| <p>Need Help? If you are unsure about any section, contact the Curriculum Chair(s) before launching the proposal.</p> <p>Review COR for accuracy (Reports  Reports > PDF). After select Launch  to start the approval process.</p> <p>Required Action to View Proposal History View Proposal History: Originators are responsible to review the comments and suggestions for edits throughout the Review/Approval process. There will be opportunities to edit the COR before final approval based on these comments. <i>Failure to do this will delay the approval progress.</i></p> | | |

B.5 CurriQunet Guide - DE only Addendum Proposal

Start Here: Use **Active COR**. Select **Modify**, choose **DE Addition Only** and click **Create**.

Completing a DE Addendum does **not** change the rest of the Course Outline of Record (COR) and does **not** restart the six-year review cycle. If any other sections require updates, a **Course Modification** (which includes a DE Addendum) is needed.

CurriQunet Form Sections Changes and Additions

| | |
|---|--|
| Cover Page | The only editable field is Recommended Course Enrollment . All other sections are locked and must not be changed. |
| Go to the Distance Education section and follow the guidance below | |
| Distance Education Section <ol style="list-style-type: none"> Distance Education? Select "Yes" to open required fields. DE Course Cap: Enter the recommended enrollment (Typically 45; verify with Dept. Chair). Formats: Select at least two (e.g., FO, PO, OPA). If choosing only one, provide an explanation in the text box. (e.g., All exams or all labs must be in person only). Part 2 (RSI) and Part 3 (Accessibility): These are auto-embedded; no action is needed unless specific discipline requirements require selecting "Other" and explaining. | |
| No action for General Education/Transfer and Course Articulation sections since they are not completed by the COR originator. | |
| Need Help? If you are unsure about any section, contact the Curriculum Chair(s) before launching the proposal. | |
| Review COR for accuracy (Reports  > PDF). After select Launch  to start the approval process. | |
| Required Action to View Proposal History View Proposal History : Originators are responsible to review the comments and suggestions for edits throughout the Review/Approval process. There will be opportunities to edit the COR before final approval based on these comments. <i>Failure to do this will delay the approval progress.</i> | |

B.6 CurriQunet Guide - New Program Proposal

Start Here: Initiate by clicking the **Create New Proposal**, select **Program**, and click **Create CurriQunet Form Sections**

Program Narrative: The following areas make up the Program Narrative. Consists of the program description, program goals and objectives, justification for the program, labor market or transfer information when applicable, and program learning outcomes.

Title 5 Lexicon: A quick reference for integrating required Title 5 terminology into course outlines.

| | | |
|---|---|---|
| Basic Program Information | Program Information | Complete all Fields |
| | Career and Academic Pathways | This list must have at least 1 item and up to 3. |
| | Program Goal/Purpose | Select one: Transfer, CTE, or Local. |
| | Proposal Information | Complete all fields |
| Feasibility | Role of Programs Relationship to the Mission of the College . | |
| | Role of Place of Program in Curriculum/similar Programs at College. | |
| | List Similar Programs at other Colleges in Service Area, if any. | |
| Description | <u>Catalog Description:</u> Provide a concise overview of the program's purpose, target audience, and the core knowledge or career/transfer pathways students will be prepared for upon completion. | |
| | <u>Program Goals and Objectives:</u> Define the specific educational milestones, workforce competencies, or transfer requirements the program is designed to fulfill. | |
| <u>Program Requirements</u> | Course or Non-Course Requirement | Select the required courses that supports the Program Learning Outcomes. |
| | <u>Group</u> (Courses) | Use for "AND", "OR", "Required" Select a course then drag the course about an inch to the right until it indents, add the next course and do the same. |
| Program Learning Outcomes | Student Learning Outcomes (SLOs) from required courses | Click +Add, select Outcome then toggle to open. Fill in Outcome Text. Each Outcome will be a separate entry. |
| | Institutional Learning Outcomes (ILOs) | Select appropriate area(s) more than one may be selected. |
| | General Education Outcomes (GEOs) | Select appropriate area(s) more than one may be selected. |
| Noncredit Documentation | Select if this Award is noncredit. Then select CDCP Eligibility Category. | |
| <u>Proposed Sequence</u> | BEFORE LAUNCHING: Send the Proposed Sequence directly to the Curriculum Chair(s) via email, as the Chair is the only one who can enter this. Failure to complete this will delay the approval process. | |
| <u>CTE Courses</u> | Complete the CTE Documentation section and related attachments. Career Technical Education (CTE) & Regional Planning Links | |
| Review and Launch: Need Help? If you are unsure about any section, contact the Curriculum Chair(s) before launching the proposal. | | |
| Required Action to View Proposal History: Originators are responsible to review the comments and suggestions for edits throughout the Review/Approval process. There will be opportunities to edit the Proposal before final approval based on these comments. <i>Failure to do this will delay the approval progress.</i> | | |

B.7 CurriQunet Guide - [Program Modification](#)

Start Here: Find the **Active Program** > Select **Modify** > **Program Modification** > **Create**

CurriQunet Form Sections The following areas make up the Program Narrative

Title 5 Lexicon: A quick reference for integrating required Title 5 terminology into course outlines.

| | | |
|---|---|--|
| Basic Program Information | Program Information | Verify still accurate, make changes if necessary |
| | Career and Academic Pathways | This list must have at least 1 item and up to 3. |
| | Program Goal/Purpose | Select one: Transfer, CTE, or Local. |
| | Proposal Information | Indicate what percentage of the program is approved to offer through Distance Education. Complete: Rationale for Program Modification. Complete: Transfer Preparation Information. |
| Co-Contributors | Only those in the same discipline can be a co-contributor. | |
| Feasibility | Describe the Programs relationship to the Mission of the College . | |
| | Describe the place of Program in curriculum/similar programs at college. | |
| | List similar programs at other colleges in service area. | |
| Description | Catalog Description: Provide a concise overview of the program's purpose, target audience, and the core knowledge or career/transfer pathways students will be prepared for upon completion. | |
| | Program Goals and Objectives: Define the specific educational milestones, workforce competencies, or transfer requirements the program is designed to fulfill. | |
| Program Requirements | Course or Non-Course Requirement | Select courses. "Include in SLO map" must be selected to have it populate the Program Learning Outcomes. |
| | Group (Courses) | Use for "AND", "OR", "Required" Select a course then drag the course about an inch to the right until it indents, add the next course and do the same. |
| Program Learning Outcomes | Click +Add button, select Outcome then toggle to open the fields. Each Outcome will be a separate entry. | Select one Outcome from Course(s) in the Program that Meet this Outcome. Copy and paste it into the Outcome* textbox |
| | | Check all that apply: This program aligns to the following Institutional Outcomes . |
| | | Check all that apply: This program aligns to the following General Education Outcomes . |
| Noncredit Documentation | Select if this Award is noncredit. Then select CDCP Eligibility Category. | |
| Proposed Sequence | BEFORE LAUNCHING: Send the Proposed Sequence directly to the Curriculum Chair(s) via email, as the Chair is the only one who can enter this. Failure to complete this will delay the approval process. | |
| CTE Courses | Complete the CTE Documentation section and related attachments. Career Technical Education (CTE) & Regional Planning Links | |
| Review and Launch: Need Help? If you are unsure about any section, contact your Curriculum Chair(s) before launching the proposal. Required Action to View Proposal History: Originators are responsible to review the comments and suggestions for edits throughout the Review/Approval process. There will be opportunities to edit the Proposal before final approval based on these comments. <i>Failure to do this will delay the approval process.</i> | | |



Part 1.C.1. How to Complete a Common Course Number (CCN) Course Modification

| | |
|--|---|
| Start Here: Find Active COR . Select Modify , choose Course Modification and click Create . | |
| Common Course Numbering (CCN) | Go to: Course Outline of Records (COR) Common Course Numbering Templates . Many sections are labeled Required and/or Identical , and it must be entered IDENTICAL to the template . Some areas allow for optional entries. Label these as shown as Part 1, and Part 2, etc... |

CurriQunet Form Sections

| | | |
|--|---|---|
| Title 5 Lexicon: A quick reference for integrating required Title 5 terminology into course outlines. | | |
| Cover | Course Discipline, Number and Title | Only the Curriculum Chair(s) can change these, the originator cannot. Ask Chair if needed. |
| | Short Title | Can be same or different from title Example: Organic Chemistry → OCHEM |
| | 1 st Semester to be offered | Select a semester fall or spring and a year. |
| | Recommended Course Enrollment | Course Caps: Check with agreed course cap between Office of Instruction and AS, do not just change them. |
| | Standalone course | Select if this is a standalone course. |
| | Catalog Description | • Check CCN (follow exactly). |
| | Schedule Description | Will be the same as the Catalog Description. |
| | Need for the Course | <ul style="list-style-type: none"> Justify why the college should offer the course; fulfills program, degree, certificate, or transfer requirements. Check that course numbers are accurate and revise if needed. Update all IGETC references to CalGETC |
| | Goals for the Course | Describe how the course supports the college mission by promoting academic excellence, critical thinking, lifelong learning, and transfer or career readiness. |
| | Rationale for course modifications | State the reason for the proposed change: CCN update |
| Does this course equate with a course taught at SBVC? | Look at SBVC course outlines to see if it equates. | |
| Co-Contributors | Only those in the same discipline can be a co-contributor. | |
| Cross Listed Course | Reminder: Include both in Catalog Description. No other action. Curriculum Chair(s) will populate this section in CurriQunet. | |
| Units and Hours | • Check CCN (follow exactly). | |
| Course Standards | Grading Method: Select Pass/No Pass or Letter Grade. Scroll down to verify or select any areas that apply. | |

| | | |
|---|---|--|
| <u>Content</u> | <ul style="list-style-type: none"> • Check CCN (follow exactly). • Be sure to use CurriQunet Outlining Tool only to ensure proper format in COR. Do not paste in a Word “outlined format”, it will appear wrong in the COR PDF. | |
| <u>Objectives</u> | <ul style="list-style-type: none"> • Check CCN (follow exactly). • Click +Add button, select Objective then toggle to open the text box to type in objective. Select “Requires Critical Thinking” if it applies. Each Objective will be a separate entry. | |
| Entrance Skills | <ul style="list-style-type: none"> • Check to verify if it is still appropriate. • Click +Add, select Entrance Skill then select Entrance Skill type. Each Entrance Skill will be a separate entry. | |
| <u>Student Learning Outcomes (SLOs)</u> | Student Learning Outcomes (SLOs) | <ul style="list-style-type: none"> • These are determined by the discipline. Use higher level Bloom’s Taxonomy • Click +Add, select Outcome then toggle to open. Fill in Outcome Text. Each Outcome will be a separate entry. |
| | General Education Outcomes (GEOs) | Select appropriate area(s) more than one may be selected. |
| | Institutional Learning Outcomes (ILOs) | Select appropriate area(s) more than one may be selected. |
| Requisites | Be sure to check that Requisite Courses have not changed number or discipline code since last COR. | |
| | <ul style="list-style-type: none"> • Prerequisite • Corequisite • Departmental Recommendations • Limitation on Enrollment | <ul style="list-style-type: none"> • Check CCN (follow exactly) • For Honors courses, add Prerequisite: Acceptance into the College Honors Institute Click +Add > New Non-Course Requirement: Toggle to open text box then type: “Prerequisite: Acceptance into the College Honors Institute” |
| Requisite Validation | Legacy Entrance Skills | Manually re-enter any valid legacy data, as it does not transfer to the outline. |
| | <p>See message in CurriQunet if you have any issues with this section</p> <ul style="list-style-type: none"> • Click +Add, select New Requisite Type then toggle to open. Select Requisite Course then Content Review Type. <ul style="list-style-type: none"> ○ Content to Content: Fill in both text boxes. ○ Entrance Skills to Objectives: Select all that apply. ○ Entrance Skills to Entrance Skills: Select all that apply | |
| <u>Methods of Evaluation</u> | <ul style="list-style-type: none"> • Check CCN (follow exactly). <p>Click +Add, select New Evaluation Method, then toggle to open. Select Evaluation Method from the drop-down menu. Percents are optional, but if given ensure they add up to 100%. Each Evaluation Method will be a separate entry.</p> | |
| | <ul style="list-style-type: none"> • Be sure to check that Requisite Courses have not changed number or discipline code since last COR. • Methods of Evaluation (legacy): Manually re-enter any valid legacy data, as it does not transfer to the outline. | |




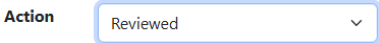
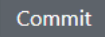
| | | |
|---|--|--|
| <u>UDL and DEIAA</u> | Components will be automatically embedded into COR. Select Credit by Exam if applicable. Components will be automatically embedded into COR. Select Credit by Exam or Credit by Prior Learning if applicable. Use textbox for any additional <u>UDL</u> and <u>DEIAA</u> opportunities for this course. | |
| <u>Course Materials</u> | <ul style="list-style-type: none"> • Check CCN (follow exactly) List all of them. • Textbook: Click +Add, select Textbook, then toggle to open and complete all fields including “Show how course materials reflect equity”. Each Textbook will be a separate entry. • Follow the same procedure for adding Manual, Software, and Other Learning Materials. | |
| <u>Typical Out-of-Class Assignments</u> | Hours per week on assignments outside of the class | See the provided chart for reference on the number of hours to enter. 3-unit lecture = 6-Outside of Class Hours. |
| | Some assignments require critical thinking | Select if applicable. |
| | Reading (required) Writing (required) Other (optional) | Provide assignments that align with Objectives, demonstrate <u>rigor</u> , <u>intensity</u> , critical thinking, and independent study. Include diverse <u>UDL</u> submission methods and associated evaluation criteria. <u>Writing tips and example phrasing</u> . |
| Methods of Instruction | After each selection, describe how it will support the course in terms of critical thinking, <u>rigor</u> , difficulty, level, <u>intensity</u> and reflect <u>UDL</u> and <u>DEIAA</u> . Select Emergency Remote Instruction . Only courses with special circumstances such as CTE are excluded from this. | |
| Distance Education Section <ol style="list-style-type: none"> 1. Distance Education? Select "Yes" to open required fields. 2. DE Course Cap: Enter the recommended enrollment (Typically 45; verify with Dept. Chair). 3. Formats: Select at least two (e.g., FO, PO, OPA). If choosing only one, provide an explanation in the text box. (e.g., All exams or all labs must be in person only). 4. Part 2 (RSI) and Part 3 (Accessibility): These are auto-embedded; no action is needed unless specific discipline requirements require selecting "Other" and explaining. | | |
| No action for General Education/Transfer and Course Articulation sections since they are not completed by the COR originator. | | |
| <p>Need Help? If you are unsure about any section, contact the Curriculum Chair(s) before launching the proposal.</p> <p>Review COR for accuracy (Reports  > PDF). After select Launch  to start the approval process.</p> <p>Required Action to View Proposal History View Proposal History: Originators are responsible to review the comments and suggestions for edits throughout the Review/Approval process. There will be opportunities to edit the COR before final approval based on these comments. <i>Failure to do this will delay the approval progress.</i></p> | | |

Part 2: Curriculum Committee Members COR and Program Technical Review Guides

Part 2.A. Committee Member Responsibilities

- **Complete Technical Reviews Timely:** Finish all reviews before the meeting.
- **Use Comments:** Communicate suggested edits, revisions, compliance issues, or missing sections via the Comments section in CurriQunet. Be clear, specific, and focused on required elements. Reviewers provide feedback as a Technical Review; however, discipline faculty retain final authority over phrasing to ensure course-specific accuracy.
- **Committee Role:**
 - Verify proposals are complete, logically aligned, and compliant with Title 5 and District standards.
 - Reviewers provide feedback on technical compliance and clarity; however, disciplinary faculty retain primary responsibility and final say for course content and objectives.
- **Focus Areas / Commonly Missed Items:**
 - Objectives missing “Requires Critical Thinking”.
 - Textbooks missing “Show how course materials reflect equity”.
 - Requisites validation.
 - Honors augmented sections not completed.
- **C-ID Courses:** Ensure descriptor language is reflected for state approval.
- **Goal:** Confirm proposals are coherent, complete, and ready for next-level approval while respecting disciplinary expertise.
- **State-Approved COR Sections:** Course ID/Title, Catalog Description, Units, Requisites, Corequisites, Dept. Recommendations, Content, Objectives, Instruction/Evaluation Methods, Textbooks, and Assignments (Reading/Writing). **Local (SBCCD/CHC) Sections:** Rest of COR including :SLOs, Need for Course, and Course Goals.

Part 2.B. CurriQunet: How to Use and Navigate

- Log into CurriQunet using your campus credentials.
- Start at **Curriculum** . Click **Approvals**  **Approvals**, select the proposal requiring your action, review the **History** tab to avoid repeating comments, then click **View Proposal**. 
- From the **Approvals** use the drop-down menu for **Action** to select **Reviewed** from the dropdown menu. 
- Enter all substantive feedback and suggested revisions in the **Comments** section. Provide clear, specific comments to guide the Originator’s revisions prior to final approval. and select **Commit**  to save your review.
- **Tip:** Evaluate the official COR by viewing the Report PDF.

Part 2.C. Content Reviewer Guides and Technical Review Checklists

C.1. New Course COR Technical Review Checklist

Course Reviewed: _____

- Start at **Curriculum**. Click **Approvals**, select the proposal requiring your action, review the **History** tab to avoid repeating comments, then click **View Proposal**.
- From the **Approvals** page, select **Reviewed** from the dropdown menu.
- Enter all substantive feedback and suggested revisions in the **Comments** section and select **Commit** to save your review. Provide clear, specific comments to guide the Originator's revisions prior to final approval.

| CurriQunet Section | Field / Requirement | Committee Member Action & Verification | Notes/Comments |
|----------------------------|---|--|----------------|
| C-ID Descriptors | Check to see if there is a C-ID Descriptor. | CHC Catalog will show C-ID number for reference. Not all courses have a C-ID. Go to C-ID Descriptors – Final for requirements. | |
| Cover | Course Number | Verify New Course Number | |
| | Start Semester | Verify Completed. | |
| | Enrollment Cap | Verify Completed. | |
| | Catalog Description | For cross-listed courses , both disciplines must be listed in the Description (e.g. This course is offered as ETHS 141 and SOC 141). | |
| | Schedule Description | Ensure it is identical to the Catalog Description. | |
| | Need for the Course | Verify Completed. | |
| | Goals for Course | Verify Completed. | |
| Units and Hours | | Verify Completed. | |
| Content | | Look at Report PDF to check Outline format used CurriQunet Outlining Tool . | |
| Objectives | <i>Must be linked to Content</i> | Check if linked to content using higher level Bloom's Taxonomy and " Requires Critical Thinking " is ON where applicable. | |

| CurriQunet Section | Field / Requirement | Committee Member Action & Verification | Notes/Comments |
|--|---|---|----------------|
| <u>Student Learning Outcomes (SLOs)</u> | Student Learning Outcomes (SLOs) | These are determined by the discipline. Verify outcomes linked to content. Check for high level Bloom's Taxonomy . | |
| | (GEOs) and (ILOs) | Verify Outcomes selected. | |
| Requisites | Prerequisites | If applicable | |
| Requisite Validation | | If applicable-verify validation was made. | |
| <u>Methods of Evaluation</u> | | Percent optional. Verify if % given they add to 100%. | |
| <u>UDL and DEIAA</u> | | Embedded- No need to verify. | |
| <u>Course Materials</u> | Textbooks | Verify all fields completed including "Show how course materials reflect equity" . OER texts are clearly identified. | |
| Typical Out-of-Class Assignments | Outside of Class Hours | Verify unit and hours given. | |
| | Reading (Required) Writing (Required) Other | Verify: Aligns with Objective, has multiple means of demonstrating learning and evaluation method given. Verify: Some assignments require critical thinking selected. | |
| Methods of Instruction | Instruction Methods | Verify description given on each Instruction Method. | |
| | Emergency Remote Instruction | Verify selected. Only courses with special circumstances such as CTE are excluded from this. | |
| DE | Enrollment Cap | Verify Completed. | |
| | Part 1: DE Format | Verify selection of at least two DE formats appropriate for this course: FO, PO, OPA | |
| | | If only one DE format is chosen, explained why (e.g., lecture online but lab must be in-person). | |
| Part 2: Regular and Substantive Interaction (RSI) | If Other selected verify Explanation was given. | | |

C.2. Honors Course COR (New and Modifications) Technical Review Checklist

Course Reviewed: _____

- Start at **Curriculum**. Click **Approvals**, select the proposal requiring your action, review the **History** tab to avoid repeating comments, then click **View Proposal**.
- From the **Approvals** page, select **Reviewed** from the dropdown menu.
- Enter all substantive feedback and suggested revisions in the **Comments** section and select **Commit** to save your review. Provide clear, specific comments to guide the Originator's revisions prior to final approval.

| CurriQunet Section | Field / Requirement | Committee Member Action & Verification | Notes/Comments |
|---|--|---|----------------|
| Cover | Course Number/Title | Verify "H" and "Honors" added. | |
| | Start Semester | Verify Completed. | |
| | Enrollment Cap | Verify Completed. | |
| | Catalog Description | Verify addition: "This is an Honors course." | |
| | Schedule Description | Ensure it is identical to the Catalog Description. | |
| | Justification | Confirm reasoning (e.g., "Students often want a [Discipline] class for honors credit."). | |
| Content | Honors Specifics | Look for Honors specific Content (e.g., Original Research in the Field of [Discipline], Regular meetings with instructor regarding honors work.) | |
| Objectives | New Objectives | Check for Honors specific Objectives linked to content using higher level Bloom's Taxonomy , and that " Requires Critical Thinking " is ON. | |
| Requisites | Prerequisites | Confirm text: "Prerequisite: <i>Acceptance into the College Honors Institute</i> " in Catalog View. | |
| Typical Out-of-Class Assignments | Honors Work <i>Honors-specific assignments</i> | Verify: Aligns with Objective, has multiple means of demonstrating learning and evaluation method given. Verify: Some assignments require critical thinking selected. | |
| Critical Thinking | Augmented Skills | Confirm it begins with: "As a result of completing the honors course, students will be able to..." | |
| Methodology | Enhanced Instructional | Check for bulleted descriptions of enhanced assignments, evaluations, and textbooks/materials. | |

C.3. Course Modification COR Technical Review Checklist (Includes 6-yr Revisions)

Course Reviewed: _____

- Start at **Curriculum**. Click **Approvals**, select the proposal requiring your action, review the **History** tab to avoid repeating comments, then click **View Proposal**.
- From the **Approvals** page, select **Reviewed** from the dropdown menu.
- Enter all substantive feedback and suggested revisions in the **Comments** section and select **Commit** to save your review. Provide clear, specific comments to guide the Originator's revisions prior to final approval.

| CurriQunet Section | Field / Requirement | Committee Member Action & Verification | Notes/Comments |
|--|---|--|----------------|
| C-ID Descriptors | Check to see if there is a C-ID Descriptor. | CHC Catalog will show C-ID number for reference. Not all courses have a C-ID. Go to C-ID Descriptors – Final for requirements. | |
| Cover | Start Semester | Verify Completed. | |
| | Enrollment Cap | Verify Completed. | |
| | Catalog Description | For cross-listed courses , both disciplines must be listed in the Description (e.g. This course is offered as ETHS 141 and SOC 141). | |
| | Schedule Description | Ensure it is identical to the Catalog Description. | |
| | Need for the Course | Verify Completed and CalGETC references (not IGETC) | |
| | Goals for Course | Verify Completed. | |
| | Rationale for Modification | Verify Completed. | |
| Units and Hours | | Verify Completed. | |
| Content | | Look at Report PDF to check Outline format used CurriQunet Outlining Tool . | |
| Objectives | <i>Must be linked to Content</i> | Check if linked to content using higher level Bloom's Taxonomy and " Requires Critical Thinking " is ON where applicable. | |
| Student Learning Outcomes (SLOs) | Student Learning Outcomes (SLOs) | Verify Outcomes given. These are determined by the discipline. Check for high level Bloom's Taxonomy . | |

| CurriQunet Section | Field / Requirement | Committee Member Action & Verification | Notes/Comments |
|---|---|---|----------------|
| | (GEOs) and (ILOs) | Verify Outcomes selected. | |
| Requisites | Prerequisites | If applicable. Check that Requisite Courses have not changed number or discipline code since last COR. | |
| Requisite Validation | | If applicable-verify validation was made. | |
| <u>Methods of Evaluation</u> | | Percent optional. Verify if % given they add to 100%. | |
| <u>UDL and DEIAA</u> | | Embedded- No need to verify. | |
| <u>Course Materials</u> | Textbooks | Verify all fields completed including “ Show how course materials reflect equity ”. OER texts are clearly identified. | |
| Typical Out-of-Class Assignments | Outside of Class Hours | Verify unit and hours given. | |
| | Reading (Required) Writing (Required) Other | Verify: Aligns with Objective, has multiple means of demonstrating learning and evaluation method given. Verify: Some assignments require critical thinking selected. | |
| Methods of Instruction | Instruction Methods | Verify description given on each Instruction Method. | |
| | Emergency Remote Instruction | Verify selected. Only courses with special circumstances such as CTE are excluded from this. | |
| DE | Enrollment Cap | Verify Completed | |
| | Part 1: DE Format | Verify selection of at least two DE formats appropriate for this course: FO, PO, OPA | |
| | | If only one DE format is chosen, explained why (e.g., lecture online but lab must be in-person). | |
| Part 2: Regular and Substantive Interaction (RSI) | If Other selected verify Explanation was given. | | |

C.4. DE Only Addendum COR Technical Review Checklist

Course Reviewed: _____

- Start at **Curriculum**. Click **Approvals**, select the proposal requiring your action, review the **History** tab to avoid repeating comments, then click **View Proposal**.
- From the **Approvals** page, select **Reviewed** from the dropdown menu.
- Enter all substantive feedback and suggested revisions in the **Comments** section and select **Commit** to save your review. Provide clear, specific comments to guide the Originator's revisions prior to final approval.

| CurriQunet Section | Field / Requirement | Committee Member Action & Verification | Notes/Comments |
|---------------------------|--|---|----------------|
| Cover | Enrollment Cap | Verify Completed. | |
| Distance Education | Part 1: DE Format | Verify selection of at least two DE formats appropriate for this course: FO, PO, OPA | |
| | | If only one DE format is chosen, explained why (e.g., lecture online but lab must be in-person). | |
| | Part 2: Regular and Substantive Interaction (RSI) | If Other selected verify Explanation was given. | |

C.5. Program Proposal (New and Modifications) Technical Review Checklist

Program Reviewed: _____

- Start at **Curriculum**. Click **Approvals**, select the proposal requiring your action, review the **History** tab to avoid repeating comments, then click **View Proposal**.
- From the **Approvals** page, select **Reviewed** from the dropdown menu.
- Enter all substantive feedback and suggested revisions in the **Comments** section and select **Commit** to save your review. Provide clear, specific comments to guide the Originator's revisions prior to final approval.

| CurriQunet Section | Field / Requirement | Committee Member Action & Verification | Notes/Comments |
|---|---|---|----------------|
| Basic Program Information | Program Information | Verify Completed. | |
| | Career and Academic Pathways | Verify list has at least 1 item and up to 3. | |
| | Program Goal/Purpose | Verify selected one: Transfer, CTE, or Local. | |
| | Proposal Information | Verify Completed. | |
| Feasibility | Verify Role of Programs Relationship to the Mission of the College completed. | | |
| | Verify Place of Program in Curriculum/Similar Programs at College completed. | | |
| | Verify Similar Programs at Other Colleges in Service Area listed if any. | | |
| Description | Verify Catalog Description completed. | | |
| | Verify Program Goals and Objectives completed. | | |
| Program Requirements | Verify Program Requirements completed. | | |
| Program Learning Outcomes | Verify Completed. | | |
| | Verify Completed. | | |
| | Verify Completed. | | |
| Noncredit Documentation | Verify completed if applicable. | | |
| Proposed Sequence | Verify Completed. | | |
| CTE Courses | Verify Completed: CTE Documentation section and related attachments. Career Technical Education (CTE) & Regional Planning Links | | |

C.6. CCN Modification COR Technical Review Checklist

Course Reviewed: _____

- Start at **Curriculum**. Click **Approvals**, select the proposal requiring your action, review the **History** tab to avoid repeating comments, then click **View Proposal**.
- From the **Approvals** page, select **Reviewed** from the dropdown menu.
- Enter all substantive feedback and suggested revisions in the **Comments** section and select **Commit** to save your review. Provide clear, specific comments to guide the Originator's revisions prior to final approval.

| CurriQunet Section | Field / Requirement | Committee Member Action & Verification | Notes/Comments |
|--|--|---|----------------|
| Common Course Numbering (CCN) | Go to: Course Outline of Records (COR) Common Course Numbering Templates . Many sections are labeled Required and/or Identical , and it must be entered IDENTICAL to the template . Some areas allow for optional entries. | | |
| Cover | Start Semester | Verify Completed. | |
| | Enrollment Cap | Verify Completed. | |
| | Catalog Description | For cross-listed courses , both disciplines must be listed in the Description (e.g. This course is offered as ETHS 141 and SOC 141). | |
| | Schedule Description | Ensure it is identical to the Catalog Description. | |
| | Need for the Course | Verify Completed and CalGETC references (not IGETC) | |
| | Goals for Course | Verify Completed. | |
| | Rationale for Modification | Verify Completed. | |
| Units and Hours | | Verify Completed. | |
| Content | | Look at Report PDF to check Outline format used CurriQunet Outlining Tool . | |
| Objectives | | Check for high level Bloom's Taxonomy and " Requires Critical Thinking " is ON where applicable. | |
| Student Learning Outcomes (SLOs) | Student Learning Outcomes (SLOs) | Verify Outcomes given. These are determined by the discipline. Check for high level Bloom's Taxonomy . | |
| | (GEOs) and (ILOs) | Verify Outcomes selected. | |

| CurriQunet Section | Field / Requirement | Committee Member Action & Verification | Notes/Comments |
|---|---|---|----------------|
| Requisites | Prerequisites | If applicable. Check that Requisite Courses have not changed number or discipline code since last COR. | |
| Requisite Validation | | If applicable-verify validation was made. | |
| <u>Methods of Evaluation</u> | | Percent optional. Verify if % given they add to 100%. | |
| <u>UDL and DEIAA</u> | | Embedded- No need to verify. | |
| <u>Course Materials</u> | Textbooks | Verify all fields completed including “ Show how course materials reflect equity ”. OER texts are clearly identified. | |
| Typical Out-of-Class Assignments | Outside of Class Hours | Verify unit and hours given. | |
| | Reading (Required) Writing (Required) Other | Verify: Aligns with Objective, has multiple means of demonstrating learning and evaluation method given. Verify: Some assignments require critical thinking selected. | |
| Methods of Instruction | Instruction Methods | Verify description given on each Instruction Method. | |
| | Emergency Remote Instruction | Verify selected. Only courses with special circumstances such as CTE are excluded from this. | |
| DE | Enrollment Cap | Verify Completed | |
| | Part 1: DE Format | Verify selection of at least two DE formats appropriate for this course: FO, PO, OPA | |
| | | If only one DE format is chosen, explained why (e.g., lecture online but lab must be in-person). | |
| Part 2: Regular and Substantive Interaction (RSI) | If Other selected verify Explanation was given. | | |

Part 3: Curriculum Toolkit

Part 3.A. Resources, Regulations, and Glossary

I. Local & Primary Resource Links

These tools are your first stop for local CHC processes and general curriculum guidelines.

- [CHC Curriculum Home Page](#): The central hub for Crafton Hills College curriculum cycles and local committee information.
- [CurriQunet General User Guide - Meta](#): Technical guidance for navigating the CurriQunet Meta platform used for course and program submissions.
- [CourseAlign.ai](#): An AI-powered tool for educators to design and revise aligned, student-centered courses with real-time curriculum checks.
- [CCCCO Program and Course Approval Handbook \(PCAH\)](#): The definitive 8th Edition guide from the Chancellor's Office for all credit and noncredit standards.

II. Regulatory & Legal Mandates

Official California codes and numbering systems that govern community college education.

- [Title 5: Curriculum and Instruction](#): The complete legal text of the California Code of Regulations governing Division 6 (Community Colleges).
- [C-ID \(Course Identification Numbering System\)](#): Verification site for course-to-course articulation descriptors required for Associate Degrees for Transfer (ADTs).
- [Chancellor's Office Curriculum Inventory \(COCI\)](#): The state-level database where all programs and courses are officially chaptered and issued control numbers.
- [Cal-GETC Standards](#)
- [The UCOP page on special regulations for courses in specific subject](#)
- [ASSIST Articulation System](#): The official repository for California's transfer and articulation data between community colleges and universities.

III. Equity & Instructional Design

Tools to ensure curriculum meets new accessibility and equity-minded standards.

- [CAST UDL Guidelines](#): Concrete suggestions rooted in the principles of Universal Design for Learning ([UDL](#)) to provide multiple means of engagement and representation.
- [California LaunchBoard](#): A data dashboard used to track equitable student outcomes, including wage gains and job placement.
- The [COR Checker](#) is a specialized tool designed by Innovating Higher Ed to help curriculum committees and faculty evaluate the quality and compliance of a **COR**

IV. Career Technical Education (CTE) & Regional Planning

Specific resources for labor market verification and regional consortium approval, particularly for the Los Angeles and Inland Empire regions.

- [LARC Program Recommendation Process](#): Step-by-step instructions for securing regional approval for CTE programs.
- [LARC Business Meeting Archives](#): Access to meeting minutes required to prove regional recommendation for new programs.
- [Centers of Excellence \(COE\) for Labor Market Research](#): The primary source for requesting the LMI data reports required for all new CTE programs.
- [Strong Workforce Program \(SWP\)](#): State initiative details for aligning programs with regional economic mobility goals.
- [COE TOP-CIP-SOC Crosswalk Dashboard](#): A critical tool for mapping educational TOP codes to federal occupational codes for LMI analysis.
- [California LaunchBoard](#): The data tool used to verify student outcomes for [Strong Workforce](#) alignment.

V. Glossary of General Terms

- **AD-T (Associate Degree for Transfer):** A specific type of associate degree ([AA-T/AS-T](#)) designed for streamlined transfer to the CSU system.
- **CalGETC (California General Education Transfer Curriculum):** The new singular GE pattern required for transfer to CSU or UC systems.
- **CB Codes (Course Basic):** Data elements used to track course characteristics (e.g., CB03 for TOP Code).
- **CCN (Common Course Numbering):** A state initiative to establish common numbering across the system to ease student transfer.
- **CDCP (Career Development and College Preparation):** Noncredit courses eligible for enhanced funding in categories like ESL or Short-term Vocational.
- **C-ID (Course Identification Numbering System):** A system used to ensure course equivalency across California colleges.
- **CLNA (Comprehensive Local Needs Assessment):** A biennial review required by **Perkins V** to identify regional workforce gaps.
- **COCI (Chancellor's Office Curriculum Inventory):** The state database where all approved programs are "chapters."
- **COR (Course Outline of Record):** The legal document defining the content and standards for a course.
- **CTE (Career Technical Education):** Programs designed to provide students with technical skills for high-wage careers.
- **DEIAA (Diversity, Equity, Inclusion, Accessibility, and Anti-Racism):** A framework ensuring curriculum is inclusive and addresses the needs of all students.
- **FO (Fully Online):** A distance education modality where 100% of instruction occurs online.
- **GEO / ILO / PLO / SLO:** Nested layers of outcomes (General Education, Institutional, Program, and Student Learning) used to measure achievement.
- **LMI (Labor Market Information):** Data regarding job growth used to justify the need for [CTE programs](#).
- **OER (Open Educational Resources):** [Free teaching and learning materials](#) that permit repurposing.
- **OPA (Online with In-Person Proctored Assessments):** "Hybrid" modality combining in-person and online instruction with in-person proctored assessments.
- **Originator:** The faculty author who initiates and submits the [COR](#) for review.
- **PO (Partially Online):** A "Hybrid" modality combining in-person and online instruction.
- **RSI: (Regular and Substantive Interaction):** Instructor-initiated communication such as announcements, personalized feedback, guided discussions, and synchronous instruction, that is frequent, consistent, and academic in nature.
- **UDL (Universal Design for Learning):** An [educational framework](#) guiding the development of flexible learning environments.

VI. Certificate Naming Conventions & Acronyms

- **CofA (Certificate of Achievement):** A credit certificate (8+ units) chaptered by the State that appears on the official transcript.
- **Local Certificate:** A certificate requiring fewer than 16 units that has not been chaptered; it does not appear on the transcript.
- **Certificate of Completion (Noncredit):** An award leading to improved employability or job opportunities.
- **Certificate of Competency (Noncredit):** An award for students in ESL or Basic Skills preparing for credit-level work.
- **SCV (Short-term Vocational):** A category of noncredit [CTE courses](#) supported by LMI.

VII. Title 5 Lexicon

Academic Rigor & Evaluation

- **Critical Thinking:** Analysis, synthesis, and evaluation of information.
- **Independent Study:** Student work performed outside of scheduled instructional hours.
- **Proficiency:** The measurable level of mastery required to pass the course.
- **Scope and Intensity:** The depth of subject matter and the workload expected of the student.
- **College Level:** Evidence that vocabulary and learning skills are appropriate for post-secondary education.
- **Demonstrated Mastery:** Proof of skill acquisition through specific assessment tools.

Enrollment & Compliance

- **Prerequisite:** A mandatory requirement for enrollment based on safety or a high likelihood of failure without it.
- **Corequisite:** A course required to be taken simultaneously with another.
- **Advisory:** A recommendation for preparation that is not legally mandatory.
- **Content Review:** The formal faculty process used to establish and justify prerequisites.
- **Disproportionate Impact:** Barriers that negatively affect specific student populations ([DEIAA](#) focus).
- **Mission Appropriate:** Alignment with the primary goals of the California Community Colleges (Transfer, CTE, or Basic Skills).

Instructional Modality & Interaction

- **Regular and Substantive Interaction (RSI):** A federal and state (Title 5) mandate requiring instructor-initiated, academic engagement in Distance Education to distinguish it from correspondence schooling. [Crafton Hills College RSI Guide](#).
- **Asynchronous:** Instruction where the teacher and student do not interact in real-time.
- **Synchronous:** Instruction that occurs simultaneously via technology.
- **Accessibility:** Ensuring materials meet [UDL Guidelines](#) and [DEIAA](#) standards.
- **Instructional Activities:** The specific methods used to deliver course content.

Vocational & Competency-Based

- **Employability:** The primary objective of a [Certificate of Completion](#).
- **Competencies:** Specific, measurable skills achieved (predominantly used in Noncredit/CDCP).
- **Labor Market Demand:** Statistical evidence of job availability ([LMI](#)).
- **Net Job Market:** An analysis showing enough local openings exist for the number of projected graduates.

Quick Swap Reference Table

| Common Phrase | Title 5 "Power Word" |
|------------------------|---|
| Homework | Outside-of-class Hours, Independent Study Hours |
| Classes / Lessons | Instructional Activities |
| Passing the Class | Demonstrating Proficiency |
| Online Class | Distance Education Modality |
| Contacting the Teacher | Regular and Substantive Interaction |
| Career Goal | Defined Objective / Program Goal |

Part 3.B. Sections in CurriQunet: Definitions and Examples

These instructions and examples are designed with student success as the primary focus. A clear, compliant Course Outline of Record (COR) ensures that courses meet California Education Code Title 5 and California Community Colleges Program and Course Approval Handbook standards while supporting meaningful, high-quality learning experiences. By carefully following these guidelines, authors strengthen the rigor, clarity, and consistency of their proposals and help facilitate a smoother review and approval process.

The guidance and examples also intentionally integrate Universal Design for Learning ([UDL](#)) and Diversity, Equity, Inclusion, Accessibility, and Anti-Racism ([DEIAA](#)) principles to promote academic intensity, remove unnecessary barriers, foster inclusive learning environments, and advance equitable student outcomes.

Title

Course titles should be informative and specific, clearly communicating what the course is about. When developing or reviewing a title and in keeping with [UDL](#) and [DEIAA](#), consider whether a first-generation college student would understand it, whether it accurately reflects the actual course content, and whether it avoids abbreviations, jargon, or coded language that could create confusion or limit accessibility.

Catalog/Schedule Description

- The catalog description must clearly summarize the course purpose, goals, primary topics, and body of knowledge; describe what students will learn; and, when appropriate, identify the intended audience without assuming prior background. Courses serving specific populations must demonstrate how they meet that group's needs.
- In accordance with Title 5, § 55002 and the PCAH, the description should reference relevant program requirements, prerequisites or enrollment limitations, student learning outcomes, and alignment with program goals, as applicable.
- To align with [UDL](#) and [DEIAA](#), descriptions must use clear, inclusive, plain language; focus on student learning; state the course purpose; avoid cultural bias; and not imply unnecessary barriers to enrollment or success.
- The Schedule Description (if separate) will match the Catalog Description.

Catalog Description example phrasing:

- COMM C1000 – Public Speaking: In this course, students learn and apply foundational rhetorical theories and techniques of public speaking in a multicultural democratic society. Students discover, develop and critically analyze ideas in public discourse through research, reasoning, organization, composition, delivery to a live audience and evaluation of various types of speeches, including informative and persuasive speeches.
- CHEM 123 – Chemistry for Everyone: A beginner-friendly course for non-science majors that explores how chemistry connects to everyday life, health, and real-world applications. Learn the science behind common experiences and consumer products—like how shampoo works, why onions make you cry, what's in tattoos, or what causes chemical reactions to change color or glow. Topics include the scientific method, atoms

and molecules, the periodic table, bonding, chemical reactions, solutions, acids and bases, organic compounds, and radioactivity. Builds scientific understanding, critical thinking, and informed decision-making skills.

- *Cross Listed Course Example:* ETHS 141 - Sociological study of race, ethnicity and diversity in American society. Examination of various social conditions that affect the ever-changing culture of American society. Introduction to the field of Ethnic Studies and an examination of minoritized/historically marginalized communities in the U.S. Identifying the social, political, and economic effects of policies, systems, institutions, and social movements. This course is offered as SOCI 141 and ETHS 141.

Need for the Course

Explain the necessity of the course within the college curriculum, including how it expands equitable access to program pathways and supports degree or certificate completion. Describe how the course fulfills program, degree, certificate, or transfer requirements (e.g., AA-T, CalGETC, CSU, or UC GE breadth).

Reference student demand, enrollment trends, and relevant equity data to demonstrate need, including any disproportionate impact or gaps in access the course helps address. Clearly distinguish the course from existing offerings and use concise, data-informed language aligned with institutional goals and student success priorities. Highlight how the course is designed with multiple means of engagement and representation to ensure all students, regardless of ability or background, can succeed.

Need for Course example phrasing:

- ANTH C1001 is associate degree applicable, fulfills requirements for the Associate in Arts for Transfer (AAT) in Anthropology, and meets associate degree general education requirements. The course transfers to CSU and UC institutions. The course design supports accessible, inclusive instruction and promote equitable student success and transfer outcomes.
- ENGL 163 - Chicano/Latino Literature: This course provides CHC students the opportunity to study English-language literature by writers of Mexican and other Latin American heritages, including novels, short stories, plays, poetry, and song lyrics. The course responds to demonstrated student interest, particularly among those introduced to multicultural literature in high school and those seeking focused study of Latino and Latina writers in English. This course is associate degree applicable and transfers to UC and CSU institutions. The course design supports accessible, inclusive instruction and equitable student success.

Goals for the Course

Describe how the course supports the college mission by promoting academic excellence, critical thinking, lifelong learning, and transfer or career readiness. Clearly explain its distinct role within the discipline, including its unique focus, intended audience, and contribution to the overall curriculum, such as filling content gaps, building foundational skills, or supporting advanced study. Use clear, outcome-oriented language aligned with program learning outcomes and institutional goals and reflect the college's commitment to inclusive practices and equitable student success.

Goals for Course example phrasing:

- Prepares students for successful transfer and supports the college mission by providing rigorous algebraic foundations aligned with CSU/UC expectations. The course supports diverse learners through accessible, thoughtfully designed instruction and builds the prerequisite skills required for calculus, statistics, and other STEM pathways.
- This course supports the college mission by being associate degree applicable, fulfilling the associate degree general education requirement for the social sciences, and applying to the AA and AA-T degrees in Sociology. It transfers to UC, CSU, and other four-year colleges and universities, and is recommended or required for several academic and professional programs.

Content

Course Content (The "What"): The specific body of knowledge and topics that must be taught. Content is the central link; it provides the substance through which Objectives and SLOs are realized. Content, in terms of a specific body of knowledge, should depict the scope and depth of topics or subjects to be covered by the course. Instructional Methodology identifies the key methods and activities used to deliver instruction, including, but not limited to, lecture, laboratory, distance education, and independent study. (PCAH)

Design and organization should also reflect inclusive practices, incorporating Universal Design for Learning ([UDL](#)) and Diversity, Equity, Inclusion, Accessibility, and Anti-Racism ([DEIAA](#)) principles to support access, reduce barriers, and promote equitable student success. Use parallel structure, consistent terminology, and a professional format suitable for curriculum documentation.

Content Area: Outline Format the Using CurriQunet Toolbar

CurriQunet default First Level format uses Numbers. Change this **First Level to Upper Alpha** and if needed, **Second Level formatting to Numbers**.

A. Either type in directly or paste unformatted text, then format using the CurriQunet Format on the Tool bar.



1. First Level: Place curser in front of text to be formatted > Select Insert/Remove Numbered List from toolbar. The number 1 will need to be changed to Upper Alpha. Now again, place curser in front of text to be formatted and right click the text > select Numbered List Properties > Select Upper Alpha > OK.
2. If second level is needed: Change an Upper Alpha to a Number: Place curser in front of text to be formatted > indent on the CurriQunet Format on the Tool bar.

Student Learning Outcomes and Course Objectives

- Outcomes and objectives should be written in clear, accessible language aligned with [UDL](#) and [DEIAA](#) principles, allowing students to understand expectations and demonstrate learning through multiple methods.
- **Learning Outcomes** are broad, measurable statements of what students can do to demonstrate learning and are assessed through varied methods.
- **Objectives** are more specific, detailing what students should know or be able to do by the end of the course.
- Use higher-level [Bloom's verbs](#) (e.g., compare and contrast, analyze) rather than lower-level terms (e.g., identify).
- Terminology varies: ACCJC refers to "learning outcomes," while Title 5 uses "objectives," but both describe measurable statements of student knowledge, skills, or competencies.
- To meet both accreditation and Title 5 standards, write objectives in measurable language consistent with learning outcomes assessment practices.

Student Learning Outcomes (SLOs) – Writing Guidelines

•Student Learning Outcomes (The "Evidence of Mastery"): The overarching goals that measure how effectively a student has mastered the content. When developing course outcomes, use clear, measurable action verbs aligned with appropriate cognitive levels (e.g., apply, analyze, evaluate, create), reference [Bloom's Taxonomy](#). Outcomes should describe the overarching abilities students can demonstrate by the end of the course and remain aligned with course content, assignments, and evaluation methods. Incorporate [UDL](#) and [DEIAA](#) principles to promote equitable, accessible, and rigorous learning for all students.

- Ensure outcomes reflect critical thinking and appropriate academic [intensity](#).
- Support multiple means of engagement and demonstration of mastery ([UDL](#)).
- Encourage inclusive, culturally responsive approaches to learning.
- Keep the number manageable (generally 3–5 outcomes) reflecting essential competencies.

Example SLO Phrasing:

- *Biology: Analyze basic experimental data to identify patterns and draw evidence-based conclusions.*
- *Creative Writing: Apply foundational writing strategies to create original pieces that communicate ideas clearly.*
- *Kinesiology: Compare and contrast movement patterns to evaluate effectiveness and safety using foundational principles of anatomy and physiology.*
- *Political Science: Evaluate introductory-level political arguments or policies using foundational theoretical and empirical criteria.*

These outcomes use action verbs from [Bloom's Taxonomy](#), support inclusive and accessible learning practices, and allow multiple valid ways for students to demonstrate mastery.

Objectives

Objectives (The "How Content is Achieved"): The discrete skills and building blocks students master while engaging with the content. Course objectives are specific to each course and

describe what students should understand or be able to explain by the end of instruction. They may be written as phrases and must include higher level action verbs to clearly communicate the intended learning outcomes. To meet the requirements of Title 5, **objectives must be specific, measurable, and aligned with college-level rigor and intensity.**

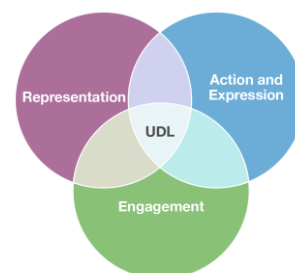
When writing or reviewing course objectives, consider the following:

- Do the objectives clearly state what students are expected to do?
- Do they align with the course content, assignments, and [Methods of Evaluation](#) in the Course Outline of Record?
- Is the number of objectives appropriate—sufficient to define the learning expectations without being overwhelming?

| Bloom's Taxonomy - Action Verbs for SLOs and Outcomes | | |
|---|--|---|
| (Includes Bloom's level and suggested assessment types for measurability) | | |
| <ol style="list-style-type: none"> 1. Choose verbs that match the level of learning expected in the course. 2. Pair each verb with a specific, observable assessment to ensure measurability. 3. Avoid vague verbs like "Discuss" or "Collaborate". 4. Mix levels to ensure progression from knowledge → higher-order skills. | | |
| Bloom's Level | Action Verbs | Suggested Assessment Types |
| Remember / Knowledge | Define, Identify, Classify | Quizzes, multiple-choice, labeling, flashcards, short answer |
| Understand / Comprehension | Describe, Explain, Summarize, Compare / Contrast | Essays, short answers, discussion responses, concept maps |
| Apply / Application | Apply, Use, Solve, Implement, Demonstrate, Perform, Illustrate | Problem sets, lab exercises, case studies, projects, simulations |
| Analyze / Analysis | Analyze, Distinguish, Examine, Interpret, Investigate, Differentiate, Organize | Data analysis, research reports, diagrams, comparative essays, lab analysis |
| Evaluate / Evaluation | Evaluate, Critique, Assess, Justify, Recommend, Verify, Validate | Critiques, peer review, presentations, written evaluations, decision-making exercises |
| Create / Synthesis | Create, Develop, Construct, Design, Compose, Formulate, Produce | Projects, portfolios, design assignments, research proposals, presentations |
| Skills-Based / Hands-On | Measure, Prepare, Operate, Document, Record, Calibrate, Execute | Lab work, practical demonstrations, performance assessments, simulations |
| Communication / Collaboration | Present, Report, Document | Oral presentations, reports, documentation, structured group projects |

The Principles of Universal Design for Learning (UDL)

In California, Title 5 course standards incorporate the principles of [Universal Design for Learning \(UDL\)](#), which define how courses must accommodate and engage diverse student bodies. A recent revision to Title 5, impacting the California Community Colleges, specifies that curriculum committees must document procedures to ensure that course outlines apply UDL strategies. [CAST UDL Guidelines™](#)



The UDL framework is centered on three core principles:

- **Multiple means of representation (the "what" of learning):** Instructors must present information in various ways to support different learning styles and needs. Examples include using a combination of textual, multimedia, and accessible formats like audio and braille.
- **Multiple means of action and expression (the "how" of learning):** Learners must be given alternative ways to act skillfully and demonstrate what they know. This offers flexibility in how students complete assignments, such as allowing a choice between a research paper, a presentation, or a video project.
- **Multiple means of engagement (the "why" of learning):** Courses must tap into learners' interests and motivate them by offering choices of content, adjustable levels of challenge, and flexible learning tasks. This helps students connect with the material and develop learner agency.

Specifically, the revisions to Title 5 outline clear requirements for curriculum committees at California Community Colleges:

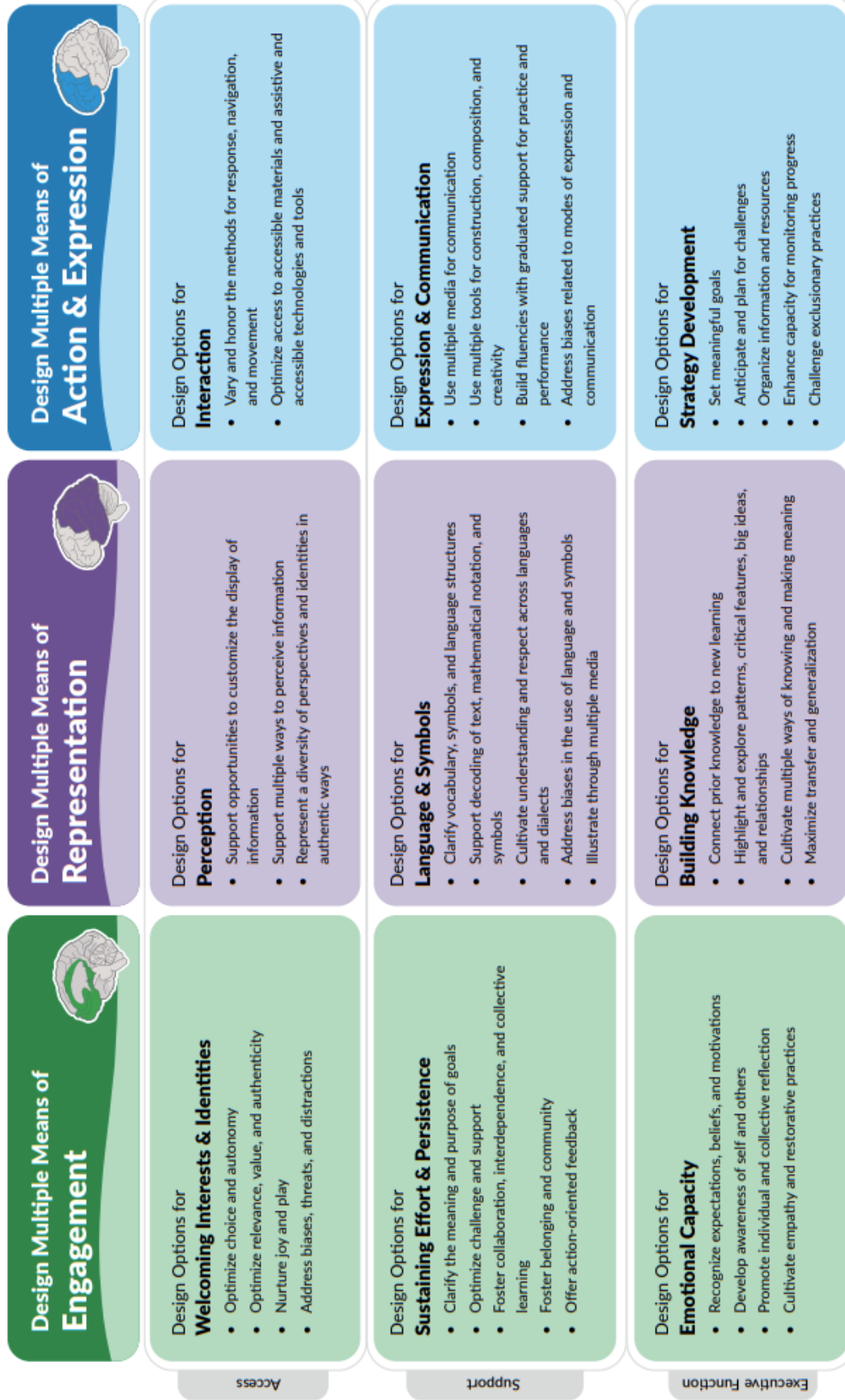
- **Accommodating and engaging diverse students:** Curriculum committees must have a documented process to confirm that course outlines describe strategies to accommodate and engage a wide variety of students.
- **Promoting equitable outcomes:** The standards require course outlines to advance equitable student outcomes, helping ensure all students have an equal opportunity to succeed.
- **Ensuring accessibility:** A documented procedure must guarantee accessibility for all students, especially those with disabilities. Course outlines must explicitly reflect UDL strategies to support learner variability and diversity.

Overall purpose of the standards

The inclusion of UDL principles in Title 5 reflects a broader educational goal in California: to proactively design instruction and learning environments that remove barriers rather than retrofitting them later. The framework is intended to create inclusive and equitable learning opportunities that benefit all students, not just those with identified disabilities.

CAST Universal Design for Learning Guidelines

The goal of UDL is **learner agency** that is purposeful & reflective, resourceful & authentic, strategic & action-oriented.



DEIAA in the Curriculum: Definitions and Implementation

Integrating **Diversity, Equity, Inclusion, Accessibility, and Antiracism (DEIAA)** into curriculum is a mandate under the latest **California Code of Regulations, Title 5** revisions. This framework ensures that our Course Outlines of Record (COR) move beyond "neutral" instruction to actively dismantle systemic barriers and validate the diverse lived experiences of our students.

Key Definitions

The following definitions, aligned with California Community Colleges Chancellor's Office standards, should guide your course development:

- **Diversity:** The presence of differences (race, gender, ability, etc.) that enrich the learning environment.
- **Equity:** Identifying and removing barriers to ensure students receive specific resources needed to achieve equal outcomes, rather than providing the "same" to everyone.
- **Inclusion:** Authentically bringing traditionally excluded groups into the learning process and sharing power in decision-making.
- **Accessibility:** Designing curriculum and digital platforms (per **Section 508** and **WCAG 2.1 Level AA**) so students with disabilities have equal access to information and services.
- **Antiracism:** The active process of identifying and eliminating racism and bias by changing systems, practices, and attitudes to redistribute power equitably.

Implementation & Compliance Guidelines

When updating your Course Proposal, ensure the following sections reflect DEIAA and Title 5 standards:

1. Culturally Responsive Content & Pedagogy

Under **Methods of Instruction**, include diverse perspectives. Move away from strictly Eurocentric viewpoints and incorporate contributions from scholars of underrepresented communities. Ensure your **Content** section reflects a global and inclusive scope.

2. Equitable Methods of Evaluation

Title 5 encourages varied and flexible evaluation. To support equity, move beyond high-stakes testing. Utilize "Methods of Evaluation" that allow students to demonstrate mastery through different modalities, such as project-based learning, portfolios, or reflections.

3. Regular and Substantive Interaction (RSI)

For **Distance Education**, Title 5 requires **RSI** to prevent student isolation. You must select at least two interaction methods (e.g., feedback via Canvas SpeedGrader, regularly scheduled discussions, or proactive announcements) to ensure you are actively engaging with learners.

4. Technical Accessibility

Accessibility must be "built-in" rather than an afterthought. As noted in the [Distance Education section](#), all resources must afford students with disabilities access "anytime, anywhere" without outside assistance. This includes:

- **Captioned** video and audio content.
- **Screen-reader** compatible document layouts.
- **Alternative formats** for all essential instructional materials.

Guidance Note: DEIAA integration is a continuous process of refinement. The goal is to create a "living" curriculum that evolves alongside the needs and identities of our student body.

Methods of Evaluation

Methods of evaluation are systematically used to assess **Student Learning Outcomes (SLOs)** and **Course Objectives**, ensuring they are directly linked to the course content.

According to the Program and Course Approval Handbook (PCAH), methods of evaluation for determining student achievement must include a clear identification and description of the specific assessment tools used by faculty. These tools measure student progress toward achieving the stated course objectives. It is important to note that passive measures—such as merely taking attendance or asking students if they are satisfied with the course—are not sufficient to evaluate the extent to which students are mastering the actual learning objectives of the course.

In CurriQunet: Methods of evaluation, along with the percentages, are only to be examples.

Course Materials

- Texts and course materials must be provided in accessible formats and use inclusive, [UDL](#)-and [DEIAA](#) aligned language where appropriate.
- Instructional materials should be recent (within five years) and aligned with the course's required rigor, difficulty, and [intensity](#), unless disciplinary standards justify classic or legacy works.
- For each Text, complete the section: **Show how course materials reflect equity**. Include a brief statement explaining how text reflects equity, representation, and inclusive perspectives appropriate to the discipline.
 - *Example phrasing: "OpenStax Anatomy & Physiology (2e) was selected in part because it integrates diverse clinical examples, inclusive imagery, and accessible digital formats that support DEIAA principles and equitable student access aligned with course rigor and UDL standards."*
- Faculty are strongly encouraged to adopt **OER** or low-cost materials to reduce student costs and enhance accessibility. Use OER Section and select "Show how course materials reflect equity" if available. If not then clearly label as OER under "Textbook" or "Other" in the COR.
 - *Example phrasing: Gustlin, D. & Gustlin, Z. (2023). Introduction to Art History: Ancient Art History from the First Artists to the 14th Century, Volume I (LibreTexts OER)*

Intensity – Scope and Rigor

Title 5, § 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. This standard interacts with Title 5, §§ 55002(b) (2)(B) and 55002.5, where the calculation of units is based on total student learning hours, inclusive of all hours spent inside and outside of the class. The COR should provide sufficient scope and rigor to account for outside-of-class hours. Grades must be based on demonstrated proficiency in the subject matter and the ability to demonstrate that proficiency, at least in part, by means of written expression that may include essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.

Typical Out-of-Class Outside of Class Assignments – Writing Guidelines

Typical assignments serve as representative examples to inspire instructors while honoring academic freedom. Transfer universities review these examples to verify the course's rigor, college-level critical thinking, and depth of independent study. Please ensure descriptions **align with objectives, incorporate UDL and DEIAA principles through multiple learning methods, and include a concise statement on evaluation criteria.**

Time Commitment: Enter hours per week for outside-of-class assignments according to the provided chart. Your sample assignment can also include its time commitment.

Content Entry: Provide brief reading and writing descriptions that clearly demonstrate independent study and adhere to the preparation standards outlined above.

Tool Available: AI to Generate Concise, Title 5–Compliant Assignment

Descriptions. *AI is a tool and not a replacement. Always check and revise before Integrating.*

To ensure Course Outlines of Record (COR) meet Title 5 standards for rigor, intensity, measurable outcomes, and Universal Design for Learning (UDL), faculty may use AI tools (such as ChatGPT or Gemini) to draft concise assignment descriptions.

Instructions

1. Copy one specific course Objective from your COR for the Typical Out-of-Class Reading Assignment and another for the Writing Assignment.
2. Copy the AI Prompt Template below.
3. Replace the bracketed text with your course objective.
4. Submit the prompt to the AI tool.
5. Review and edit for discipline-specific accuracy before submitting to CurriQunet.

AI Prompt Template – Be sure to proof before integrating into CurriQunet

"I am a college instructor developing a Course Outline of Record (COR) that must comply with Title 5 standards for academic rigor and independent study time.

Write the assignments directly to the student in concise format suitable for CurriQunet.

Please write:

- One Reading assignment based on this Course Objective: [Paste Objective Here].
- One Writing assignment based on this Course Objective: [Paste Objective Here].

Each assignment must:

- Include estimated independent study time (in hours).
- Clearly state what the student will produce (include word count or equivalent).
- Require critical thinking (analysis, comparison, cause-and-effect, application — not simple summary).
- Include three UDL-aligned submission options that maintain equivalent rigor.
- Include brief evaluation criteria referencing accuracy, critical thinking, terminology, vocabulary, and completeness.

Keep each assignment concise, clear, student-directed, and appropriate for a COR entry field."

Example Typical Out-of-Class Outside of Class Assignment Phrasing

Reading Assignment #1

Students will read assigned works representing selected genres (e.g., short fiction, poetry, creative nonfiction) and analyze differences between simple and sophisticated writing.

Independent Study Time: 3–4 hours.

After completing the reading, produce a 500–700-word analytical response that distinguishes between simple and sophisticated writing within the selected genres. Identify specific elements such as diction, syntax, imagery, structure, characterization, theme development, and use of literary devices. Support your analysis with direct textual examples and explain how craft choices affect meaning and reader experience. Summary alone is not sufficient; your response must compare and evaluate levels of complexity.

UDL Submission Options:

1. Written analytical response (500–700 words).
2. 6–8-minute recorded presentation with cited textual examples.
3. Comparative visual chart or slide deck with a 400–600 word or recorded analytical explanation.

All formats must demonstrate equivalent textual analysis and use of literary terminology.

Evaluation: Accuracy of literary analysis, depth of comparison and evaluation, appropriate use of terminology, clarity of explanation, and completeness.

Writing Assignment # 2

Students will analyze and explain the relationship between a function and its inverse using graphical and algebraic reasoning.

Independent Study Time: 4–5 hours.

Select two one-to-one functions and explain the relationship between each function and its inverse using algebraic and graphical reasoning. Show how you determine each inverse, verify the relationship through composition, describe how the graphs are related, and explain how domain restrictions address functions that are not one-to-one. Use precise mathematical terminology throughout.

UDL Submission Options:

1. Written analytical explanation with graphs and algebraic verification (750–1,000 words).
2. Recorded presentation (8–10 minutes) demonstrating algebraic steps and graphical analysis.
3. Digital slide or whiteboard presentation including graphs, symbolic work, and written or recorded explanation equivalent in length.

All formats must demonstrate equivalent algebraic accuracy and graphical reasoning.

Evaluation: Accuracy of algebraic procedures and graphs, depth of conceptual analysis, correct mathematical terminology, logical organization, and completeness.

Writing Assignment #3

Objective: Outline the arguments supporting various theories explaining the origins of the first life on Earth.

Assignment:

Research and evaluate major scientific hypotheses explaining the origin of life on Earth (e.g., primordial soup/chemical evolution, hydrothermal vent hypothesis, RNA world hypothesis, or panspermia). **Compare at least two theories**, describing the evidence and reasoning supporting each. Analyze **strengths, limitations, and key differences** between the theories, and explain how experimental evidence has contributed to current scientific understanding of abiogenesis.

Student Product (choose one):

- **Comparative essay:** 600–800 word written analysis comparing at least two origin-of-life theories.
- **Comparative chart with analysis:** Structured comparison chart of at least two theories plus a 300–400 word analytical explanation.
- **Recorded presentation:** 5–7 minute audio or video presentation comparing theories and discussing supporting evidence (approx. 650-word equivalent).

Estimated Independent Study Time: 3 hours

Evaluation Criteria:

Accuracy of scientific content; quality of comparison and evaluation of theories; correct use of biological terminology and vocabulary; logical organization of arguments; completeness and clarity of explanation.

Reading Assignment #4: Comparative Reading Log

Course Objective: Explore feminist movements and compare and contrast these movements to other social movements.

- **Task:** Read the assigned chapter, "The Long Second Wave," from *Global Feminisms: A Multiracial History* (or equivalent course text). Complete a structured reading log that identifies three primary intersectional strategies used by feminist organizers and maps them against the tactics used in the 1960s Labor Movement.
- **Independent Study Time:** 5 hours (includes active reading, cross-referencing, and annotation).
- **Product:** Annotated Reading Log (approx. 500–750 words of technical notes/analysis).
- **Critical Thinking Requirement:** You must **contrast** the success of specific legislative goals between both movements and **analyze** how the "cause-and-effect" of socio-economic status impacted participant mobilization in each.
- **UDL Submission Options:**
 1. **Annotated Text:** A digital or scanned copy of the reading with margin notes and a summary table.
 2. **Dialectical Journal:** A two-column double-entry journal (quotes from text vs. student critical analysis).
 3. **Graphic Organizer:** A detailed Venn diagram or matrix comparing movement attributes, supplemented by brief explanatory citations.
- **Evaluation Criteria:** Accuracy of historical references; evidence of deep engagement with the text; correct application of movement-specific terminology; and completeness of the comparison.

Six-Year Course Review Requirement

In accordance with California Code of Regulations, Title 5 §55003, all prerequisites and corequisites must be reviewed at least once every six years (more frequently for certain career education courses). Because prerequisites, corequisites, and other regulatory elements are embedded within the Course Outline of Record (COR), the college conducts a comprehensive review of each course at least once every six years. This review ensures that course content, objectives, student learning outcomes, methods of evaluation, assignments, and requisites remain current, accurate, and compliant with state regulations.

Regular review also supports accreditation standards, articulation agreements (including UC, CSU, and C-ID), and transfer expectations, all of which require curriculum to be systematically evaluated and kept up to date. The six-year review is not simply a procedural update; it is a faculty-driven academic quality assurance process that confirms the course reflects current disciplinary standards, maintains appropriate rigor, and continues to meet degree, certificate, and transfer requirements. Courses that are not reviewed within the required timeframe may be subject to inactivation in order to maintain compliance.

Groups

Used in Program Requirements to insert “AND,” “OR,” or “Require” between courses or other requirements.

1. Select **+ADD** to add courses.
2. To insert “AND,” “OR,” or “Require,” select **+ADD Group**.
3. The Group must be placed above the courses it applies to. To rearrange courses or a Group, hover over the series of dots on the left until the hand icon appears, then drag to reorder.
4. To activate the “AND,” “OR,” or “Require” designation, drag the applicable course slightly (about one inch) to the right to indent it. Repeat for each course included in the Group.
5. When completed correctly, “AND,” “OR,” or “Require” will appear in red between the courses.

Deactivating (Deleting) a Course or Program

Navigation: Curriculum > Course (or Program) > Select your Course (or Program) > Deactivate > Create

Course

Check Impact: Go to Reports > Impact. Review the impact and confirm you want to proceed. No rationale is required. Select **Launch**.

Honors Course

1. **Check Impact:** Go to Reports > Impact. Review the impact and confirm you want to proceed.
2. Enter a **Rationale for Course Modification (deletion)** in the **Cover** area. Scroll down to the *Rationale for Deactivation* section.
3. Select **Launch**.

Program

1. Enter a **Rationale for Program Deactivation (deletion)** in the **Basic Program Information** area. Scroll down to the *Rationale for Deactivation* section.
2. Select **Launch**.

Delete a Draft

Curriculum > Course (or Program) > Select your Course (or Program) > **Delete**

Part 3.C. Programs

Credit Program Types

All credit programs must be chaptered by the Chancellor's Office to appear on a student transcript.

1. Baccalaureate Degrees (BS/BA)

Community College Baccalaureate programs are designed to meet unmet regional workforce needs in high-demand fields.

- **Unit Requirements:** A minimum of 120 semester units (or 180 quarter units) total. This must include:
 - At least 60 semester units of lower-division coursework.
 - A minimum of 40 semester units of **Upper-Division** coursework.
- **General Education (Revised):**
 - **Lower-Division:** Must complete the [CSU GE-Breadth](#) or [CalGETC](#) pattern.
 - **Upper-Division:** At least 9 semester units of upper-division GE are required.
- **Major Requirements:** All upper-division major courses must be completed with a grade of "C" or better (or "P").
- **2-Year Recency Rule:** The program must undergo a board review every **two years** to ensure it continues to meet documented workforce needs.

2. Associate Degrees for Transfer (AA-T and AS-T)

Also known as ADTs, these degrees are strictly governed by [Senate Bill 1440](#) and [Title 5 § 55063](#).

- **Unit Requirements:** Exactly 60 semester units (or 90 quarter units) of CSU-transferable coursework.
- **Revised GE Standard (CalGETC):** Per the latest mandates, ADTs must utilize the **California General Education Transfer Curriculum (CalGETC)** pattern to ensure seamless transfer across both UC and CSU systems.
- **Major/Area of Emphasis:** Minimum of 18 units in a major defined by the [Transfer Model Curriculum \(TMC\)](#).
- **Prohibited Practices:** Under the revised standards, colleges **cannot** impose any additional local graduation requirements (e.g., physical education or local history) on students earning an ADT.
- **C-ID Requirement:** Courses within the major must have an approved **C-ID** descriptor or be submitted for C-ID approval within 45 days of program submission.

3. Career Technical Education (CTE) Associate Degrees (AA/AS)

CTE degrees are designed for students seeking lead-in expertise for specific high-wage, high-growth occupations. These degrees are classified by a vocational [Taxonomy of Programs \(TOP\)](#) code.

- **Unit Requirements:** Minimum of 60 semester units (or 90 quarter units) of degree-applicable credit.
- **Major Requirements:** Minimum of 18 semester units (or 27 quarter units) in a vocational curriculum.
- **Revised GE Standard (CalGETC/Local):** While CTE degrees can use a local GE pattern, the **2025 Revised Standards** encourage alignment with [CalGETC](#) to ensure future transferability.

- **Ethnic Studies:** Must include a 3-unit transfer-level Ethnic Studies course (Title 5 § 55063).
- **Two-Year Recency Mandates:**
 - **LMI:** Labor Market Information must be dated within **2 years** of submission.
 - **Advisory:** Must include minutes from an industry advisory committee dated within **2 years**.
- **Regional Recommendation:** Requires a recommendation from the [Regional Consortium](#) (e.g., [LARC](#)) to prevent regional program duplication.

4. Local Associate Degrees (AA and AS)

Local degrees are designed to meet specific community needs or for transfer preparation to non-CSU/UC institutions.

- **Unit Requirements:** Minimum of 60 semester units of degree-applicable credit.
- **Residency Requirement (Revised):** At least 12 semester units must be completed in residence within the **District** (broadened from the previous single-college rule).
- **Major/Area of Emphasis:** Minimum of 18 semester units in a single discipline or related disciplines as listed in the [Taxonomy of Programs \(TOP\)](#).
- **General Education (Revised):**
 - Must complete a minimum of 21 semester units of GE (increased from 18 units in some categories to align with CalGETC areas).
 - **Ethnic Studies:** Satisfactory completion of a transfer-level course (min. 3 units) is mandatory for all local degrees.
- **Competency Requirements:** Students must demonstrate competency in Written Expression and Mathematics/Quantitative Reasoning. Under the revised standards, this is often satisfied by completing the relevant GE area with a "C" or better.

5. Certificates of Achievement

Certificates of Achievement are the only credit certificates that may appear on a student's official transcript. They are designed for quick entry into the workforce or "stacking" toward an Associate Degree.

- **Unit Thresholds (Revised):**
 - **16+ Semester Units:** Must be submitted for state chaptering and receive a COCI control number.
 - **8–15.5 Semester Units:** Known as "Low-Unit Certificates" or **Micro-credentials**. These may be submitted for state chaptering to appear on transcripts but are not required to be.
- **Sequence of Courses:** Must represent a well-defined pattern of learning; certificates cannot consist solely of basic skills or ESL.
- **CTE vs. Local Certificates:**
 - **CTE Certificates:** Require **LMI** and **Advisory Committee** documentation (dated < 2 years).
 - **Local Certificates:** Developed for community needs or transfer (e.g., CSU GE-Breadth or CAL-GETC certificates). These do not require LMI or Regional Consortium approval.
- **Residency:** At least 12 units of the certificate must be completed in residence within the **District** (for certificates 16 units or larger).

Noncredit Program Types (CDCP)

Noncredit programs do not award units but lead to **enhanced funding** via Career Development and College Preparation (CDCP) status.

- **Certificate of Completion:** Focused on **short-term vocational** skills and immediate employability.
- **Certificate of Competency:** Focused on **ESL or Basic Skills** to prepare students for credit-level work.
- **Adult High School Diploma:** A sequence of noncredit courses leading to a high school diploma.

Program Status and Applicability (Title 5, § 55000)

I. Program Status

This element determines if a course is linked to a state-approved program.

- **1 - Program-applicable:** The course is a core requirement or restricted elective for a degree or certificate of achievement chaptered by the Chancellor's Office. For noncredit, this includes sequences leading to a Certificate of Competency or Completion.
- **2 - Not Program-applicable:** "Stand-alone" courses that are not part of a state-approved program. This includes courses for locally approved certificates (under 16 semester units) that have not been chaptered.

II. Revised Program Applicability Criteria

A course is considered program-applicable if it meets one of the following:

- **Major Requirements:** Explicitly required for a degree or certificate in a program chaptered in the Chancellor's Office Curriculum Inventory (COCI).
- **Restricted Electives:** Listed as an option within a specific program's "required elective" block.
- **GE Alignment (REVISED):** The course is part of the new CalGETC (California General Education Transfer Curriculum) pattern, or a local GE pattern aligned with the Modernized Title 5 Associate Degree Standards.

III. Summary of Key Revisions (2024–2026)

- **Unified GE:** Revision of Title 5 § 55063 now prioritizes CalGETC as the singular GE pathway for transfer degrees, meaning courses must align with these specific area standards to remain "Program-applicable" via GE.
- **Auto-Chaptering:** Under the new Annual Certification process, courses submitted as part of a new program are granted "Program-applicable" status immediately upon the issuance of a control number, provided the college's curriculum committee has certified compliance.
- **Unit Thresholds:** While the 16-unit threshold for mandatory state approval remains, the revisions encourage colleges to chapter smaller "Micro-credentials" (8–15.5 units) to move them from "Not Program-applicable" (2) to "Program-applicable" (1) for better student transcripting and funding.

Credit CTE Program Criteria & Documentation

I. The "Two-Year" Rules

- **Labor Market Information (LMI) Recency:** To be considered "current" for a new program proposal, LMI data requests from the [Centers of Excellence \(COE\)](#) must generally be **no more than two years old** at the time of submission.
 - *Note:* Some Regional Consortia have moved to an even stricter **one-year** requirement for certain high-demand fields to ensure the data reflects post-2024 economic shifts.
- **Mandatory CTE Program Review:** Under **Title 5 § 55003**, every CTE program must be reviewed by the local governing board **every two years** to ensure it still meets a documented workforce need and maintains high-quality standards.
- **Course Offering Frequency:** Colleges must commit to offering all required courses for a program at least **once every two years** so that students can actually complete the degree in a timely manner.

II. Updated Program Narrative & Documentation

Using the **2025–2026 Revised Standards**, your documentation must now include:

Required Narrative Sections

1. **Goals & Objectives:** Must now explicitly address **Equity**—how the program will close achievement gaps for underserved students.
2. **Catalog Description:** Must include Student Learning Outcomes (SLOs) and clearly state any industry certifications students will be prepared to take.
3. **Program Requirements:** A table showing the sequence of courses, now aligned with the **CalGETC** GE pattern.
4. **Master Planning:** Must explain how the program fits the college's "Strong Workforce" and "Perkins V" local plans.

Required Attachments

- **Current LMI (dated within 2 years):** Evidence of "**High-Wage**" or "**In-Demand**" status.
- **Advisory Committee Minutes:** Must be recent (ideally within the last year) and explicitly show a **motion and vote** to recommend the specific program title being submitted.
- **Regional Consortium Recommendation:** A record of the vote from your regional body (e.g., BACCC, SCCRC, etc.).
- **CORs (Course Outlines of Record):** Must demonstrate **Universal Design for Learning (UDL)** and include "Total Student Learning Hours" (calculated as Outside-of-class Hours + Contact Hours).

III. Summary of the Revised Approval Process

| Step | Milestone | Requirement |
|------|-------------------------|---|
| 1 | LMI Request | Request data from COE; must be < 2 years old for submission. |
| 2 | Advisory Meeting | Industry experts review curriculum and vote to approve. |
| 3 | Regional Review | Regional Consortium reviews for duplication; issues recommendation. |
| 4 | Board Approval | Local Board of Trustees approves the narrative and curriculum. |
| 5 | State Submission | Upload to COCI; Chancellor's Office issues a unique control number. |

Noncredit CTE Program Criteria & Documentation

I. CDCP Eligibility & Award Types

To qualify for enhanced funding and state approval, noncredit CTE must lead to one of two specific awards:

- **Certificate of Completion:** For programs leading to improved employability or job opportunities (Short-term Vocational).
- **Certificate of Competency:** For programs that prepare students to transition into degree-applicable credit coursework (Workforce Preparation).

II. Required Documentation for New Programs

- **Program Narrative:** Must explicitly state how the program leads to one of the outcomes in § 55151 (employability or credit-readiness).
- **Course Outlines of Record (CORs):** All courses in the sequence must be included.
- **Labor Market Information (LMI):** Must be dated **within 2 years**. It must demonstrate "high employment potential" or a regional gap in trained workers.
- **Advisory Committee Minutes:** Must show a clear **motion and vote** recommending the noncredit program. These should be dated **within 2 years**.

- **Regional Consortium Review:** *Note:* While many regions require a recommendation for noncredit CTE, some (like [LARC](#)) may have different internal tracking for noncredit versus credit. Check your local [Regional Consortium](#) rules for specific noncredit bylaws.

III. Noncredit CTE Program Narrative Sections

1. **Statement of Program Goals and Objectives:** Must identify the specific TOP Code and occupational goal.
2. **Catalog Description:** Must include program requirements and **Student Learning Outcomes (SLOs)**.
3. **Program Requirements Table:** Must list courses and the **total number of hours** required for completion (instead of units).
4. **Master Planning:** Explanation of how the program fits the college's mission and regional workforce needs.

IV. Summary of Differences: Credit vs. Noncredit CTE

| Requirement | Credit CTE (AA/AS) | Noncredit CTE (Cert) |
|------------------------|------------------------|---|
| Primary Measure | Semester/Quarter Units | Instructional Hours |
| Minimum Hours | N/A (usually 60 units) | Minimum two courses in a sequence |
| GE Pattern | CalGETC or Local GE | No GE Required |
| Approval Path | Board > Region > State | Board > State (Regional optional in some areas) |
| Funding | Credit Apportionment | CDCP Enhanced Funding |