



2026-2027

Curriculum Committee Handbook

Sacramento City College

The Curriculum Committee operates as a subcommittee of the Academic Senate. Members of the Curriculum Committee are not necessarily members of the Academic Senate.

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Purpose of this Handbook

This handbook is intended to help new and experienced faculty at Sacramento City College in the process of curriculum development including creating new courses, updating existing courses, and proposing or modifying programs. This handbook is subject to change as new questions and resources arise.

Curriculum Committee Purpose

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

Effective practices for curriculum approval:

1. Appropriateness to Mission
2. Need
3. Curriculum Standards
4. Adequate Resources
5. Compliance (Title 5)

Faculty Responsibility for Curriculum

The college faculty is responsible for initiating curriculum development and revision. Title 5 (§ 53200 b) “10 + 1” requirements state “Academic and Professional Matters” include policy development and implementation the following:

1. Curriculum including establishing prerequisites and planning courses within disciplines
2. Degree and certificate requirements
3. Grading Policies
4. Educational program development
5. Standards or policies regarding student preparation and success
6. District and college governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development
11. Other academic and professional matters as mutually agreed upon between the governing board and the academic senate.

Curriculum Committee Composition

The SCC Curriculum Committee is comprised of **34** total members. The appropriate constituent leadership appoints committee members for a two-year membership.

The faculty membership includes the Articulation Officer and a Librarian. An additional 18 faculty from the nine instructional divisions may be members.

Faculty Membership:

	Members
Articulation Officer	1
Counselor	1
Librarian	1
Instructional Divisions	18

- Behavioral and Social Sciences
- Business, Computer Information Science and Distance Learning
- Education and Health Professions
- Humanities and Fine Arts
- Kinesiology, Health and Athletics
- Language Arts and Library
- Math, Statistics, and Engineering & Learning Resources
- Natural Sciences
- Technology and Innovation

Membership at Large:

Administrative Co-Chair	1	Vice President of Instruction or designee (Non-voting)
Faculty Co-Chair	1	Faculty (Non-voting; votes only in ties)
Past Faculty Co-Chair	1	Faculty (Non-voting)
Classified Staff	1	One Curriculum Specialist (Voting)
	2	From curriculum-related areas such as degree audit and PRIE (Voting)
Administrators	2	Associate VPs of Instruction (Voting)
	3	Administrators from Student Services and Instruction (Voting)
Students	2	Students (Voting)

Technical Review Team:

- Faculty Co-Chair
- Curriculum Specialist
- Articulation Officer
- Programs only
 - AVP Instruction and Economic and Workforce Development
 - AVP Instructional and College Initiatives
 - Degree Auditor

The technical review team assists curriculum developers with curriculum development, offering feedback about typical comments that may arise at first and second reading of their proposals. In addition, the team edits all proposals for grammar, consistency, legality, and compliance.

Curriculum Subcommittees

Distance Education
 General Education
 IDEAA (formerly Equity)
 Prerequisite/Corequisite/Advisory

Each Subcommittee consists of a chairperson and several members.

Members of subcommittees are not required to be members of the Curriculum Committee.

The Roles of the Subcommittees

Distance Education

The Distance Education Subcommittee performs a separate review of all courses containing a distance education modality. In particular, the subcommittee ensures that academic standards and learning outcomes are equivalent (or comparable) to those of the traditional in-person modality. The subcommittee recommends edits to the curriculum developer and submits regular status reports to the curriculum committee for approval.

General Education

The General Education Subcommittee is charged with the review of courses that request status in one or more of the local general education graduation requirements. The GE Subcommittee utilizes criteria derived from Title 5 for approval of courses requesting one of these categories. The subcommittee focuses its review mainly on the course description, learning outcomes and objectives, and course topics. Each of these components of the curriculum outline must illustrate all aspects of the criteria for the requested GE category. For the learning outcomes and objective section of the course outline, relevant specific outcomes from SCC's GE learning outcomes are provided for assistance to the developer. The GE Subcommittee also provides similar feedback regarding the need for more information or clarification of any aspect of the course outline or to explain reasons for request denials. The subcommittee recommends edits to the curriculum developer.

Once the SCC GE subcommittee recommends an approval, the COR will be shared with the LRCCD Articulation Officers for districtwide review. The AOs will ensure that all LRCCD colleges with the course have updated and accurate content, that the GE standards are met, and that the course will be added to the local GE pattern at each college. If the course is denied at the district level, the AO will contact the originating department.

The GE subcommittee submits regular status reports to the curriculum committee for approval.

IDEAA (Inclusion, Diversity, Equity, Anti-Racism, and Accessibility) and UDL

The IDEAA and UDL subcommittee reviews new and revised course outlines to ensure they explain how tenets of inclusion, diversity, equity, anti-racism, and accessibility are integral to the course, through multiple means of engagement, representation, and action and expression. These elements are required by Title 5 (refer to [CCCCO memo ESS 25-66](#)). The subcommittee recommends edits to the curriculum developer and submits regular status reports to the curriculum committee for approval.

Prerequisite/Corequisite/Advisory

The Prerequisite/Corequisite/Advisory subcommittee reviews the courses that have requirements listed in the prerequisite, corequisite, advisory, or enrollment limitation sections of the course outline as well as the justification for these requirements. The subcommittee recommends edits to the curriculum developer and submits regular status reports to the curriculum committee for approval.

Meeting Schedules

Curriculum Committee Meetings

Office Hour	Most Fridays	9:30 am – 10:30 am
Committee Meetings	Most Fridays	11:00 am – 1:00 pm

Curriculum Job Descriptions and Responsibilities

Curriculum Committee Member

- Reviews agenda and assigned curriculum, reads and comments on proposals before each meeting
- Attends Curriculum Committee Meetings
- Reports on curricular issues and requests faculty input on curricular issues in own area division
- Assists colleagues with curriculum development and revision
- Assists with Tech Review

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

- Serves as a non-voting Co-Chair of the Curriculum Committee and attends Curriculum Committee Meetings
- Meets with the Tech Review Team to develop Agendas and Minutes for the Curriculum Committee Meetings
- Serves on District Curriculum Coordinating Committee
- Serves on District Program Placement Council

Faculty Co-Chair

- Initiates Curriculum Process with proposals launched to Tech Review Status in the Curriculum Management System (CMS)
- Generates Subcommittee agendas
- Begins Tech Review process by reviewing curriculum proposals, making edit suggestions based upon grammar, punctuation, spelling, typos, and legal issues (e.g. Title 5). The faculty co-chair sends the Tech Review notes to the Tech Review Team for further comment.
- Reviews and compiles Tech Review notes after the Tech Review team has added comments
- Sends finalized Tech Review notes to the appropriate faculty curriculum developers – with details and instructions regarding the scheduled Technical Review Meeting and deadlines to address the comments and suggestions for edits
- Works with Administrative Co-Chair, the Curriculum Specialist, and the Articulation Officer to develop curriculum committee meeting agendas, minutes, and address curricular issues
- Serves on the Academic Senate to communicate curricular issues; provides a regular report on Curriculum Committee accomplishments
- Serves on the District Curriculum Coordinating Committee (DCCC)
- Serves on the Program Placement Council (PPC)
- Serves on the SOCRATES Advisory Group (SAG) district committee
- Attends Curriculum Institute sponsored by the California Community College Statewide Academic Senate
- Moves course and program proposals through the approval processes in the CMS
- Maintains detailed tracking of course and program proposals throughout the curriculum process
- Participates in the Program Review Process
- Leads the curriculum committee meetings and votes in the case of a tie
- Meets with faculty developers to assist in curriculum development
- Organizes and attends the Office Hour

Curriculum Specialist

Under direction of the Vice President of Instruction:

- Assists faculty and administrators with curriculum writing and functions of the CMS
- Reviews and suggests edits on curriculum proposals as a Technical Review team member to ensure compliance with state and local guidelines, including Title 5 and requirements of the California Community Colleges Chancellor's Office
- Attends the Office Hour
- Guides faculty on the curriculum process
- Tracks the progress of curriculum proposals throughout the approval processes and according to adopted timelines for Board of Trustees approval
- Compiles Curriculum Committee agendas and minutes with faculty and administrative co-chairs
- Serves as a voting member of Curriculum Committee
- Inputs approved curriculum, programs, and management information system coding into the local PeopleSoft Course Catalog and Academic Plan Table
- Maintains accuracy of the college course and program inventory with the California Community Colleges Chancellor's Office Curriculum Inventory
- Coordinates with the college Articulation Officer for development and input of transfer, articulation information, and Associate Degrees for Transfer
- Coordinates the development, review, and approval of regional and state program and course approval documents
- Coordinates with Financial Aid on program coding for submission to the Department of Education and reconciles MIS coding for student financial aid eligibility
- Works with Schedule Technicians to ensure approved curriculum is aligned with class-level content entry
- Coordinates and edits the annual College Catalog and Catalog Addenda
- Serves on the SOCRATES Advisory Group (SAG) – District committee
- Attends ISA/TCS quarterly meetings
- Attends the annual Curriculum Institute sponsored by the California Community Colleges Statewide Academic Senate
- Serves as Classified Tri-chair on the Program Review Committee
- Coordinates Web updates of Curriculum-related pages

Articulation Officer

- Attends Curriculum Committee Meetings
- Attends the Office Hour
- Communicates curriculum issues around articulation to Faculty Co-Chair, Administrative Co-Chair, and Curriculum Specialist
- Reviews curriculum proposals as a member of the Technical Review Team
- Submits outlines to ASSIST
- Updates Socrates for articulation for general education, UC transferability, Cal-GETC, C-ID
- Works with other colleges and universities on transferability
- Assists in review of CORs and connection to articulation
- Submits outlines to C-ID
- Coordinates articulation agreements
- Informs and prepares transfer degrees (TMCs), including providing documentation for submission
- Works with faculty developers to create outlines that meet UC transferability and Cal-GETC standards

- Articulation of Courses Best Practices:
<https://docs.google.com/document/d/1LMjRj3-M26dGYrtdPPsSRkqhr4ehIXhG/edit>

Associate Vice-Presidents of Instruction (AVPIs)

- Attend Curriculum Committee Meetings
- Participate as members of the Technical Review Team as needed
- Attend District Curriculum Committee as an alternate to the VPI/Administrative Co-Chair
- Coordinates the program review process

General Education Subcommittee Chair

- Facilitates discussions and review by the GE Subcommittee regarding GE designation requests made on curriculum proposals
- Communicates with curriculum developers regarding changes and edits to curriculum to meet GE requirements
- Prepares and presents regular reports to the Curriculum Committee regarding pending, approved, and denied GE requests
- Communicates with the Chair and the Articulation Officer to ensure all courses properly request GE approval, and that all courses requesting GE are reviewed
- Maintains a record of GE course approvals
- Communicates with the Chair on GE issues that are of concern to the entire committee
- AO aligns GE decisions with other AOs across the district for alignment

Distance Education Subcommittee Chair

- Facilitates discussions and review regarding DE requests made on curriculum proposals
- Communicates with curriculum developers regarding changes and edits to proposals to meet DE requirements and best practices
- Prepares and presents regular reports to the Curriculum Committee regarding pending, approved, and denied DE requests

IDEAA/UDL Subcommittee Chair

- Facilitates discussions and review regarding IDEAA and UDL elements in curriculum proposals
- Communicates with curriculum developers regarding changes and edits to meet IDEAA and UDL requirements and best practices
- Prepares and presents regular reports to the Curriculum Committee regarding pending, approved, and denied IDEAA and UDL requests

Prerequisite/Corequisite/Advisory Subcommittee Chair

- Facilitates discussions and review regarding Pre/Co/Adv requests on curriculum proposals
- Communicates with curriculum developers regarding changes and edits to meet Pre/Co/Adv requirements and best practices
- Prepares and presents regular reports to the Curriculum Committee regarding pending, approved, and denied Pre/Co/Adv requests

Importance of Course Outlines and Program Outlines

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

1. Faculty are both legally (Title 5) and contractually (LRCFT union contract) required to teach to the Course Outline of Record (COR).
2. Four-year colleges and universities articulate courses with community colleges based upon the official Course Outlines of Record.
3. Accreditation standards require that the community college assess how well students achieve the student learning outcomes and the program learning outcomes contained in the official Course and Program Outlines of Record.

To facilitate a well-written outline the Curriculum Committee has created a [style guide](#) which is updated regularly to incorporate new requirements and standards. The style guide can be found on the [SCC Curriculum webpage](#).

Reviewing a Course or Program for Approval

The following questions should be kept in mind as you review curriculum proposals:

- Does the course or program fit the mission of the college?
- Is the course or program appropriate for the college-level?
- Is the incorporation of critical thinking apparent throughout the outline, particularly in the description, learning outcomes and objectives, and instruction and evaluation methods?
- Does each part of the outline integrate with and reinforce other parts of the outline?
- Are elements of UDL and IDEAA included in all course outlines?
- For programs, does the required course list address the Program Learning Outcomes?

Types of Curriculum Proposals

Course Proposals:

New to District – A proposal to create a new Course Outline of Record that is not in existence at any other college in the Los Rios Community College District

New to College – A proposal to create a new Course Outline of Record at SCC that currently exists at another college in the LRCCD

Revision – A proposal to revise a current Course Outline of Record at SCC

Removal – A proposal to remove a current Course Outline of Record at SCC

Program Proposals:

New Program – A proposal to create a new degree or certificate at SCC (*Even if the program exists at another Los Rios college, it is still considered a new program.*)

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

Removal – A proposal to remove a degree or certificate at SCC

New Designators and Thematic Blocks

Collegial Contact

Faculty members who wish to create a new course designator and/or thematic block or add a new thematic block to an existing course designator must contact the affected departments at the other three colleges in Los Rios to both notify and seek the opinions of peers on the new development. If the course designator is not in use by any of the other colleges, no contact is required.

Faculty members must complete the New Course Designator/New Thematic Block Request/Designator Removal form, which is requested from the Curriculum Chair. Complete the form and include the rationale for change, any courses planned for the new block (include designator, number and title), and any other considerations.

The faculty member sends the completed Thematic Block Proposal Form to the Curriculum Chair and then contacts appropriate faculty at the other colleges requesting their view on the change. Once the college Curriculum Chair receives the proposal, they may place it on the Curriculum Committee agenda. The chair sends a copy of the proposal to the other college curriculum chairs and the DCCC chair. In the notice, they indicate when the college curriculum committee is scheduled to review the proposal and request that any concerns be sent to them in enough time to resolve the concerns. Once the college curriculum committee approves the proposal, the college curriculum chair submits the proposal to the District Curriculum Coordinating Committee (DCCC).

The DCCC reviews the proposal and approves (all concerns should have been addressed and resolved by this step). After DCCC approval, the DCCC chair submits the proposal to the CMS programmer for implementation.

The Curriculum Process – Beginning to End (Catalog Status)

SOCRATES	SOCRATES is the Los Rios curriculum management system used by faculty to develop and maintain curricula. SOCRATES stands for System for Online Curriculum Review and Technological Education Support. Instructions for SOCRATES can be found here .
Draft	When a faculty member, referred to as “curriculum developer,” initiates a Curriculum proposal, it appears in SOCRATES in Draft status. The proposal stays in Draft status until the faculty member “launches” or “withdraws” the proposal. Current courses and programs in SOCRATES are not affected by a “launch” or “withdrawal” of a Draft proposal.
Department Review	After a proposal is “launched,” the status in SOCRATES changes to Department Review. The Department Chair will receive an email message with a request to enter the Department Vote and add an electronic signature. Once the Department Chair completes this step, the proposal moves to “Tech Review” status in SOCRATES.

Tech Review	At this stage the Faculty Chair of the Curriculum Committee begins the curriculum review and approval process according to the published Submissions Calendar. Within approximately 2 to 6 weeks the Curriculum Developer will receive an email from the Faculty Chair with comments and suggestions from the Tech Review team. This email includes instructions regarding completion time for edits. In addition, various subcommittee chairs may also send comments, requests, or recommendations to the curriculum developer. If the curriculum is submitted after calendar deadlines, the process will take longer. The proposal remains at Tech Review status until the Technical Review Team and appropriate subcommittee chairs agree that the proposal is ready for a First Reading.
Consent/FYI	If the curriculum proposal is a revision with no substantial changes, the proposal may be assigned Consent/FYI status by the Faculty Chair. Consent proposals are placed on a Curriculum Committee meeting agenda as Consent Items. If there are no questions or concerns by committee members during the meeting, the proposal is moved to Catalog status.
First Reading	Once the proposal is moved to First Reading status, it is placed on a Curriculum Committee agenda. The members of the curriculum committee review the proposal and direct comments to the curriculum developer during the scheduled Curriculum Committee meeting.
Second Reading	After all agreed-upon edits from the first reading are complete, the proposal is moved to Second Reading status by the Faculty Chair and placed on another Curriculum Committee agenda. The committee members vote on all proposals on the agenda at Second Reading status. If the proposal is approved, the Faculty Chair moves the proposal to the next level. (See the chart at the end of this section for guidance on proposal movement past second reading.)
DCCC	All proposals at DCCC status are reviewed and voted on by members of the District Curriculum Coordinating Committee at its monthly meeting. DCCC approved proposals are moved to the next level.
Board	The Los Rios Community College District Board of Trustees votes on proposals at Board status at its monthly meeting. Board approved proposals are moved to the next level.
CCCCO	The Chancellor's Office reviews programs at CCCCCO status. CCCCCO approved programs are moved to Catalog status.
Catalog	After the Faculty Co-Chair moves the proposal to Catalog status, the local approval process is complete. If the proposal was a revision, it replaces the current catalog version of the outlines of record in SOCRATES.

Movement of Curriculum Proposals Beyond Local Approval

Course Revision (No substantial change)	>	>	>	Catalog
Course Revision (Substantial change - name or unit change)	>	>	>CCCCO	Catalog
Experimental Course	>	>	>	Catalog
New to College Course	> DCCC	>	> CCCCCO	Catalog
New to District Course	> DCCC	> Board	> CCCCCO	Catalog
Program Revision (No substantial change – typos, language update)	>	>	>	Catalog
Program Revision (Substantial change – required courses, units)	>	>	> CCCCCO	Catalog
New Program	> DCCC	> Board	> CCCCCO	Catalog

New Program Development

The development of new programs is coordinated through the Instruction Office. Developers will need to work closely with the Curriculum Chair, the Curriculum Specialist, and the Articulation Officer to ensure that all requirements and paperwork are completed before the tech review process starts. Please refer to the New Program Approval Process documents found on the [SCC Curriculum webpage](#).

Keep the following in mind when developing a new program.

1. All new programs must be submitted to the PPC/DCCC for districtwide communication before the tech review process can begin.
2. Certificates must meet a minimum unit requirement to qualify for federal financial aid. Please consult with the Curriculum Specialist for the current requirement.
3. If a novel faculty position, that is a job description that does not currently exist at the college, is required, contact the Academic Senate President about the procedure to create this new position.

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

Cross-Listed (courses with same MIS Coding), Cross-Referenced, or “Same as” courses are identical courses at a college. With the exception of the course designator and possibly the number, everything else about the courses is identical. For example, JOUR 360 and PHOTO 350 are identical courses. When revising such courses, the faculty developer is required to notify other departments and faculty with cross-listed courses of any changes made to the course outline so that the matching course update can be initiated. Cross-listed courses must be submitted for technical review and move through the curriculum process at the same time. Language such as, “Credit will be awarded for JOUR 360 or PHOTO 350, but not for both.” must be included at the end of the course descriptions. Course designators and numbers must be “embedded” in the course description. *Note: Programs are not cross-listed.*

The Rule of Five

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

1. Same course designator and number
2. Same course title
3. Same number of units
4. Same academic level
5. Similar course description and content

Courses of the same academic level are not required to have the same prerequisites and courses with similar content and descriptions are not required to have the same SLOs, but the developer should take these into consideration. In practice, the Rule of Five means that when a course is offered by more than one Los Rios College and has the same identifier, it is treated as the exact same course at each Los Rios College and is presented as the same course to our articulation partners at four-year institutions. Courses that differ on one of the criteria in the Rule of Five are required to have different course designators or numbers.

Although the Rule of Five is the guideline that we use, working across the district with other departments to closely align CORs creates equity for students through general education, transferability, course-to-course articulation, and course substitutions.

Removing a Course

When removing a course, developers must be aware that the deletion of a course may lower the unit value on a program and jeopardize its approval status and/or its eligibility for federal financial aid. Please contact the Curriculum Specialist before starting the removal process. Curriculum developers initiating a course deletion are responsible for notifying all departments and faculty who have:

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

Program Discontinuance

Program discontinuance is conducted in accordance with the Sacramento City College Program Appraisal/Discontinuance Process (Revised March, 2014). As a subcommittee of the Academic Senate, the role of the Curriculum Committee is to facilitate discussions of program discontinuance and make appropriate recommendations to the Academic Senate.

Carnegie Unit

Typically, one lecture hour requires at least two hours of work outside of class (for the student) and thus, is called “1 unit.” Three hours of laboratory or activity is commonly equivalent to “1 unit” of credit. (Title 5, Section 55002.5)

Lab Courses

As with lecture courses, the UC system requires explicit description of course topics for laboratory courses or those courses that include a lab component.

Course Repetition and Repeatability

SCC complies with specific rules stated in Title 5 (§ 55000, 55024, 55040 - 55046) and Los Rios Board policy (§ 4.0) on course repetition and repeatability. In order to ensure that SCC is in compliance, only the following courses may be taken up to four (4) times:

- Courses for which repetition is necessary to meet the major requirements of CSU or UC for completion of a bachelor's degree
- Intercollegiate athletics
- Intercollegiate academic or vocational competition

Topics Courses

Topics courses are numbered 294 for college-level non-transfer and 494 for transfer. A Topics course has a consistent pedagogy as described by a complete Course Outline of Record, but with a few focus areas, which may change from term to term. A Topics course may be developed in cooperation with industry to meet specialized training needs. In general, the topics discussed in a Topics course are not included in current curriculum offerings. Even if the topic changes, students are not allowed to repeat this course. Topics courses can only be CSU transferable. Students completing a Topics course and transferring to the UC system will need to work with the receiving institution to determine if credit can be awarded.

Experimental Offering Courses

Experimental Offering Courses are numbered 299 for college-level non-transfer or 499 for transfer. Experimental Offerings provide an opportunity to experiment with a new course and refine the course description and learning outcomes during a short test period before proposing a Course of Record. Experimental Offerings may be offered two times.

Basic Structure: Experimental offering courses are structured as multiple courses, each with its own set of learning outcomes and course topics. Note that the 299 and 499 numbers represent a group of course instances. The instance titles distinguish the 299s and 499s from one another and are likely the names of the eventual Course of Record that will be proposed after the trial period. These courses show as multiple course outlines in SOCRATES. There is an outline for each instance of the 299 or 499 Experimental Offering created. Experimental Offering courses may be taught two times and then offered as Course of Record or discontinued. During the transition from an experimental course offering to a course of record, the course may be offered one more time.

Catalog: The umbrella Experimental Offering courses (299 and 499) are listed in the print and web catalogs. The catalog description is general, not specific to the particular Experimental Offering instance.

Schedule: The particular Experimental Offering instance is listed in the web schedule. The instance title and course description are listed in the class schedules under the umbrella title and description.

Developing an Experimental Offering in SOCRATES: To develop an Experimental Offering, the developer creates a new instance of a 299 or 499 course. If a 299 or 499 shell does not already exist in SOCRATES, developers request that their Curriculum Chair create the shell. A completed outline is produced with all of the fields entered. The course proceeds through the curriculum approval process. Note: There can be several instances of an Experimental Offering course developed simultaneously by different faculty developers; however, only one developer may be assigned per instance. Approval to offer an Experimental Offering course is NOT automatic. The Curriculum Committee must approve all courses, including Experimental Offering courses.

Learning Outcomes: Each instance of an Experimental Offering will have its own set of learning outcomes.

Prerequisite, Corequisite, and Advisory Enrollment: Each instance of an Experimental Offering course may have its own set of prerequisites, co-requisites, advisories, and enrollment limitations.

Transferability (UC and/or CSU):

CSU: Each Experimental Offering course must contain academic rigor as required for all lower-division baccalaureate level courses. Credit earned for Experimental Offering courses will fulfill elective units only.

UC: In addition to the above, credit for an Experimental Offering course is granted only after a review of the purpose, scope, and content of the course is completed by the enrolling UC campus. Students must request a review to receive credits, after transferring.

Repeatability (UC and/or CSU): **CSU:** The CSU system honors the repeatability policy of the college. **UC:** The UC system will designate limitations at the time of approval. These limitations are listed in the catalog within the course information.

Prerequisite/Corequisite/Advisory Information

Prerequisites

A prerequisite is a course that a student is required to take to demonstrate current readiness for enrollment in another course or educational program. For example, to take ENGWR 301, a student must have already completed ENGL C1000 (formerly ENGWR 300) with a grade of "C" or better.

Corequisites

A corequisite is a course that a student is required to take during the same semester as another course or before another course. For example, a student taking GEOL 301 (Physical Geology Laboratory) needs to take GEOL 300 (Physical Geology) at the same time or before taking GEOL 301.

Advisory

An advisory is a condition of enrollment when a student is advised, but not required to meet before, or in conjunction with, enrollment in a course or educational program.

Enrollment Limitation

An enrollment limitation is a requirement that restricts enrollment in the course to a specific cohort of students. Examples of enrollment limitations include athletes who must try-out for a team-based course, performers who must audition to be included in a performance-based course, students who must have a job to get credit for a work experience course, etc. The enrollment limitation section should explain why it is necessary to limit enrollment to the stated cohort of students.

Local General Education Areas

General education is a component of all degree programs. Approval of a course to meet the general education criteria is considered by the General Education subcommittee of the Curriculum committee. The General Education subcommittee relies on faculty expertise to determine the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level.

L1: English Communication, Oral Communication, Critical Thinking

Courses in English composition, oral communication and critical thinking are those which use and examine principles and guidelines of clear and logical thinking and communication. Critical thinking courses develop an awareness of the relationship of language to logic, resulting in the ability to analyze, criticize, and advocate ideas, to reason inductively and deductively, and to identify the assumptions upon which particular conclusions depend.

L1A: English Composition. Courses fulfilling this requirement must be baccalaureate-level and include expository and argumentative writing.

L1B: Oral Communication and Critical Thinking. Courses fulfilling this requirement must be baccalaureate-level and include oral communication and critical thinking courses.

L2: Mathematical Concepts and Quantitative Reasoning

Courses in mathematical concepts and quantitative reasoning develop students' abilities to draw conclusions from numerical information, use formal reasoning processes, practice computational skills, and apply mathematical concepts or formal reasoning to solve real-world problems. Courses fulfilling this requirement must be at least college-level and include mathematics and quantitative reasoning courses, including logic, statistics, computer programming languages, and related disciplines.

L3: Arts and Humanities

Courses in the humanities study the cultural activities and artistic expressions of human beings. Such courses develop students' awareness of how people throughout the ages and in different cultures respond to themselves and the world around them in artistic and cultural creation, and develop students' aesthetic understandings and abilities to make value judgments. This category includes introductory or integrative baccalaureate-level courses in the visual and performing arts, art history, foreign languages, literature, philosophy, religion, and related disciplines.

L4: Social and Behavioral Sciences

Courses in the social and behavioral sciences focus on people as members of society and develop awareness of the methods of inquiry used by the social and behavioral sciences. They stimulate critical thinking about the ways people act and have acted in response to their societies and promote appreciation of how societies and social subgroups operate. This category includes introductory or integrative baccalaureate-level courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology and related disciplines.

L5: Natural Sciences

Courses in the natural sciences examine the physical universe, its life forms and its natural phenomena, helping students appreciate and understand the scientific method and the relationships between science and other human activities. This category includes introductory or integrative baccalaureate-level courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics and other scientific disciplines.

L6: Ethnic Studies

Courses in ethnic studies must be baccalaureate level and include courses in the four autonomous disciplines within Ethnic Studies or introductory courses that survey the four areas: (1) Black Studies, African American Studies, Africana Studies, (2) Native American Studies; (3) Chicano/a/x, Latino/a/x Studies/La Raza Studies; and (4) Asian American Studies.

L7: Living Skills

L7A: Physical Education. One physical education activity course (with ADAPT, DANCE, FITNS, PACT, SPORT, or TMACT designators) must be taken in this area and a minimum of two (2) units from the other courses included in this category. Adapted physical education

courses are available for students with documented physical disabilities. These Adapted courses will fulfill the graduation requirement.

L7B: Life Development Skills. Courses in this area may be selected from a number of different disciplines that help students to acquire skills and knowledge to understand themselves as whole persons (integral to their environment). This category includes the study of courses that develop and maintain personal, social, physical and emotional well-being. It is the intent that this area include such courses as health education, human sexuality, marriage and family, nutrition, and personal adjustment.

Honors Criteria

1. The course is designed to offer an enriched educational experience.
2. The course assists students in developing advanced critical thinking skills and writing abilities.
3. The course components include a student-initiated project exploring one area of course content in depth.
4. A higher level of in-class participation is required of students (seminar-style).

Articulation

Articulation is a formal agreement between CCC and UC, CSU, AICCU, HBCU, and others that says “If you take these courses at this CCC institution, they will count toward a degree at this institution, in these ways.” In California articulation has 3 layers, CSU/UC transferability, Cal-GETC applicable, and course to course articulation. The Articulation Officer at the college is a member of the Curriculum Committee and is available for assistance with articulation questions. Please refer to the [Articulation of Courses Best Practices](#) for guidance.

Associate Degrees for Transfer (ADT)

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

Course Identification Numbering System (C-ID)

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

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

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

Common Course Numbering (CCN)

Starting in Fall 2025, California community colleges are adopting a Common Course Numbering (CCN) system (per AB 1111). This system assigns common course numbers for comparable courses across all community colleges in the state. The goal of CCN is to facilitate a smoother transfer of credits between colleges and four-year institutions.

Curriculum Related Acronyms:

ACCJC: Accrediting Commission for Community and Junior Colleges

ADT: Associate Degree for Transfer

ALO: Accreditation Liaison Officer

AO: Articulation Officer

ASCCC: Academic Senate for California Community Colleges

ASSIST: Articulation system Stimulating Interinstitutional Student Transfer

AVPI: Associate Vice President of Instruction

C-ID: Course Identification Number

CCN: Common Course Numbering

Cal-GETC: California General Education Transfer Pattern

CCCCO: California Community College Chancellor’s Office

CMS: Curriculum Management System

COCI: Chancellor’s Office Curriculum Inventory System

COR: Course Outline of Record

CTE: Career and Technical Education

DAS: District Academic Senate

DE: Distance Education

DCCC: District Curriculum Coordinating Committee

GE: General Education

LMS: Learning Management System

LRCCD: Los Rios Community College District

PPC: Program Placement Council

ProLO: Program Learning Outcome

SAG: SOCRATES Advisory Group

SLO: Student Learning Outcome

SOCRATES: System for Online Curriculum Review and Technological Education Support

Title Five: California law for community colleges is explained in the California Code of Regulations, which has a section or title devoted to community colleges – Title 5.

TMC: Transfer Model Curriculum

VPI: Vice President of Instruction

Online Resources

Academic Senate for California Community Colleges: <http://www.asccc.org>

Accrediting Commission for Community and Junior Colleges: <http://www.accjc.org>

Associate Degree for Transfer: A Degree with a Guarantee: <http://adegreewithaguarantee.com>

California Articulation Policies and Procedures Handbook, California Intersegmental Articulation Council (Revised spring 2013) http://ciac.csusb.edu/documents/CIAC_Handbook_Spring_2013.pdf

California Community Colleges Chancellor's Office Web site: <http://www.cccco.edu>

California Legislative Information (click on Education Code):
<http://leginfo.legislature.ca.gov/faces/codes.xhtml>

Course Identification Numbering System (C-ID): <https://c-id.net>

Course Outline of Record: A Curriculum Reference Guide:

<http://www.asccc.org/papers/course-outline-record-curriculum-reference-guide>

Current list of TMCs:

<https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Educational-Services-and-Support/What-we-do/Curriculum-and-Instruction-Unit/Templates-For-Approved-Transfer-Model-Curriculum>

Los Rios Community College District Board Policies: <http://www.losrios.edu/legal/GCpolreg.htm>

Program and Course Approval Handbook, 8th Edition, 2022:

<https://www.cccco.edu/-/media/CCCCO-Website/docs/curriculum/program-course-approval-handbook-8th-edition.pdf>

[SCC Course Outline of Record: Style Guide](#)

SCC Curriculum Website: <https://inside.scc.losrios.edu/faculty/curriculum>

SCC SOCRATES Handbook:

<https://inside.scc.losrios.edu/scc/inside/doc/e2-Faculty/4-Curriculum/SCC-Curriculum-Handbook-SOCRA-SES-section.pdf>

Cal-GETC Standards, Policies and Procedures for Version 1.3; Approved May 2025:

<https://icas-ca.org/cal-getc-standards/>

The Curriculum Committee, Role Structure, Duties and Standards of Good Practice, Academic Senate for California Community Colleges (Adopted fall 1996)

http://asccc.org/sites/default/files/publications/Curriculum_0.pdf

The Course Outline of Record: A Curriculum Reference Guide, Academic Senate for California Community Colleges (Adopted spring 2008)

http://asccc.org/sites/default/files/publications/Curriculum-paper_0.pdf

Title 5 Information: <http://www.cde.ca.gov>

References

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“Draft: Ensuring Effective Curriculum Approval Processes: A Guide for Local Senates ” Academic Senate for California Community Colleges. Web. April 2, 2016 <www.asccc.org>.

Curriculum Handbook. Sacramento, CA. Sacramento City College, 2016.

In addition, the following individuals provided assistance and expertise in the updating of this handbook:

- Shannon Gilley, Articulation Officer/General Education Subcommittee Chair
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- Bryan Krofchok, Prerequisite, Co-requisite, and Advisory Subcommittee Member
- Duane Leonard, IDEAA Subcommittee Chair, SCC CCN Coordinator
- Crystal Thornton, Curriculum Specialist: Instruction Office

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