Access WebCMS at:

http://webcms.sierracollege.edu

or through the WebCMS link on the mySierra home tab.

Please note: Items in Table of Contents are linked to correlating section in the document. Just click (with Mac you might need to do control + click).
# Table of Contents

## I. Sierra College Curriculum Committee Membership 2015-2016

Page 1

## II. Technical Review Deadlines and Curriculum Committee Meeting Schedule

Page 2

## III. Introduction

Page 3

### A. Evaluative Criteria

   1. Appropriateness to Mission of CCC
   
   2. Need
   
   3. Quality
   
   4. Feasibility
   
   5. Compliance

Page 3

### B. Ensuring Academic Rigor

Page 4

## IV. Curriculum Stages: Getting a Course through the System

Page 4

### A. Stage 1 – Course/Program Creation or Revision

Page 4

### B. Stage 2 – Division Approval

Page 5

### C. Stage 3 – Currently Inactive in WebCMS

Page 5

### D. Stage 4 – Technical Review

Page 5

### E. Stage 5 – Agenda Review

Page 5

### F. Stage 6 – Curriculum Office Review

Page 6

### G. Stage 7 – Curriculum Committee Review

Page 6

### H. Stage 8 – Implementation

Page 7
V. Curriculum Review ........................................................................................................ 7
   A. Process for Curriculum Review ................................................................................ 7
   B. Curriculum Review Cycle ......................................................................................... 8
   C. Countdown to Curriculum Review ............................................................................ 9
   D. Incomplete Curriculum Review Process ................................................................ 10

VI. Appendix A – Course Revisions Checklist ................................................................ 11

VII. Appendix B – Learning Objectives ........................................................................... 12

VIII. Appendix C – Sierra College General Education Option for A.A./A.S. Degrees ... 16

IX. Appendix D – Title 5 Minimum Requirements for the Associate Degree .................... 20

X. Appendix E – Sierra College Mission Statement, Vision Statement, Core Values, Student Learning Outcomes, and Institutional Outcomes ...................... 23
I. Sierra College Curriculum Committee Membership 2015-2016

The Sierra College Curriculum Committee produced this handbook to be used as a guide in developing new courses, editing existing courses, and explaining college processes concerning curriculum. A second workbook provides assistance using the WebCMS Database implemented in Fall 2002.
For further information on the curriculum development process, please refer to the Academic Senate for California Community Colleges publication, *The Course Outline of Record: A Curriculum Reference Guide*, and the California Community College Chancellor’s Office *Program and Course Approval Handbook*.
Questions regarding curriculum development may be directed to a faculty or management member from your area, the Curriculum Committee Chair, or the Technical Review Chair.

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<thead>
<tr>
<th>Committee Member</th>
<th>Title/Discipline</th>
<th>Division</th>
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<tbody>
<tr>
<td>Barry Abrams</td>
<td>Professor, English</td>
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</tr>
<tr>
<td>Marcia Braga</td>
<td>Professor, Counseling</td>
<td>Student Services</td>
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<tr>
<td>Dominic Calabrese</td>
<td>Professor, Physics</td>
<td>Sciences and Mathematics</td>
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<td>Tina Calvert</td>
<td>Admissions and Records - Evaluator</td>
<td>Student Services</td>
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<td>Sheri Courville</td>
<td>Student</td>
<td>Associated Students of Sierra College</td>
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<tr>
<td>Ninette Dollesin</td>
<td>Research and Resource Analyst</td>
<td>Office of Instruction</td>
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<tr>
<td>Ed Eaton</td>
<td>Professor, Physical Education</td>
<td>Physical Education and Athletics</td>
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<td>Laurel Gardner, Technical Review Chair</td>
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<td>Laura Harris</td>
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<td>Marga Kelly</td>
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<td>Jay Kesler</td>
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<td>Sonia Klenner</td>
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<td>Sandy Muraki</td>
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II. Technical Review Deadlines and Curriculum Committee Meeting Schedule  
Fall 2015– Spring 2016

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<tr>
<th>CURRICULUM MEETING DATES</th>
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<td>Monday, November 09, 2015</td>
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<td>Monday, November 23, 2015</td>
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<td>Monday, August 31, 2015</td>
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<td>*Monday, February 08, 2016</td>
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<td>Monday, March 07, 2016</td>
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<td>Monday, April 04, 2016</td>
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<td>Monday, April 18, 2016</td>
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<td>Monday, May 02, 2016</td>
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*WebCMS workshop. Not a regular committee meeting.

### Deadline for the Instruction Office to submit Curriculum Committee approved courses to CSU/UC

<table>
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<tr>
<th>UC Transfer- (For early Fall-15 approvals)</th>
<th>October 11, 2015</th>
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<tr>
<td>CSU/UC General Education Review</td>
<td>December 11, 2015</td>
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<tr>
<td>UC Transfer- (For Fall-15/Sp-16 approvals)</td>
<td>July 01, 2016</td>
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**PLEASE NOTE:** All course submissions must arrive at the Technical Review level of WebCMS four to six weeks prior to the scheduled Curriculum Committee meeting date. After submitting a course to your dean and upon his/her acceptable review, your proposal will then be forwarded to Technical Review. For courses with time-sensitive deadlines, contact Chair, Aimee Myers *as soon as possible*, to make specific arrangements for your course(s).

**Regularly review your course’s progress in WebCMS so that you are prepared to attend the Curriculum Committee meeting when your course is placed on an agenda.**
III. Introduction

The California Community College Chancellor’s Office has delegated to the local colleges the responsibility for course approval for new courses that are a part of approved programs (effective July 1, 1993).

Along with the delegation of authority came an extensive revision of how courses and programs must be reviewed prior to approval. These revisions are contained in the Chancellor’s Office PROGRAM AND COURSE APPROVAL HANDBOOK, Fifth Edition, published September 2013. This document can also be found in Inside Sierra under Instruction>Instruction Office>Curriculum Committee> Chancellor’s Program Forms & Handbook.

A. Evaluative Criteria

The Curriculum Committee will apply the following evaluative criteria to each new course or program as well as to substantial changes in existing programs that are submitted for approval.

1. Appropriateness to Mission of the California Community Colleges (See California State Education Code)
   a. Is the course or program designed to be taught to lower-division students for credit towards the degree, and/or for purposes of transfer, occupational preparation, or career supplementation or upgrade?
   b. Does the course or program develop the ability of students to succeed in college-level courses and adult non-credit instruction?
   c. Does the course or program provide systematic instruction in a body of content or skills whose mastery forms the basis of the student grade?
   d. Is the course designed to assist in the economic development of local businesses or the community?

2. Need
   a. Does the course or program meet the stated goals and objectives, at this time, and in the region the college proposes to serve with the program?
   b. For transfer courses or programs, is there student demand and is there transfer applicability (i.e., the course substantially satisfies the lower-division course requirements for the corresponding four-year institution major or is articulated to meet transfer general education requirements)?
   c. For vocational courses or programs, is there a documented labor market need based on employer input or a job market analysis?

3. Quality
   a. The courses and programs meet the standards set by Title 5 for each category of credit offered – degree credit, non-degree credit and non-credit.

4. Feasibility
   a. Does the college have the resources to maintain the course or program in which the course is required at the level of quality described in the course outline of record and the new program application? The division deans are responsible for assisting you in determining if your proposal is feasible.
5. Compliance
   a. Does the course or program comply with all other laws applicable to it, including federal regulations, licensing requirements, and the particular legal requirements for courses?

This Curriculum Handbook has been written as a guide in preparing new courses or revising existing courses for submission to the Curriculum Committee. The division curriculum liaisons, division deans, and associate deans are well schooled in the process and are willing to provide assistance. Please make use of their expertise.

B. Ensuring Academic Rigor

With the authority granted by the Chancellor’s Office, the members of the Curriculum Committee take very seriously their primary role—that of ensuring that all courses and programs offered for college credit meet the Title 5 standards for academic rigor.

The guidelines for meeting these regulations and using WebCMS are available in the WebCMS handbook. Use these guidelines as you complete your course outline of record forms to ensure that your courses will be approved and classified in full compliance with the Title 5 regulations and the Chancellor’s Office Program and Course Approval Handbook.

IV. Curriculum Stages: Getting a Course through the System

A. Stage 1 - Course/Program Creation or Revision

   Faculty member:
   - Develops an idea or plans a revision and consults with the following individuals before proceeding:
     - Department Chair - to assure that the department, as a whole, is supportive of the idea and that it meets the mission of the department as described in their ePAR.
     - Division curriculum faculty member and/or Curriculum Committee Chair - for advice on how to write objectives and course content, and for information on the approval process.
     - Dean/Associate Dean - for advice on feasibility of the course or program within the division structure and for assistance in understanding the process.
     - Liaison Counselor - for advice on how the course or program will impact students as it relates to major requirements, transfer, assessment, etc.
   - The faculty member may then create a proposal or revise an existing course (including the appropriate supplemental forms) in WebCMS and submit to Stage 2.

   Faculty members should attend a WebCMS Curriculum Database Entry Workshop. A USER NAME AND PASSWORD can be obtained by full time faculty from Tracy Shields, Articulation Officer or the Curriculum Assistant, Office of Instruction, Administration Building, A-102.
B. Stage 2 - Division Approval

Division Dean/Associate Dean:
- Consults with the department chair (if one is designated) to validate that the department has been consulted and agrees with the additions or revisions to the course.
- Reviews the proposal for consistency, clarity, and planning, consulting with the proposal author or Curriculum Chair as needed.
- For new proposals, reviews for possible cross-discipline conflicts, determines the feasibility of offering the course, reviews Form A, “Curriculum Proposal Procedural Review,” certifying that the proper planning has occurred.
- Supports the Curriculum Review and Late Curriculum processes.
- The Dean submits course to Stage 4, Technical Review, or returns it to faculty originator with suggestions for modifications.

C. Stage 3 – Currently Inactive in WebCMS

D. Stage 4 - Technical Review

Technical Review Chair:
- Reviews the proposal to make sure it meets the Curriculum Committee and Chancellor’s Office standards for approval. Special attention is paid to units, hours, objectives, content, assignments, teaching methodology, assessment of learning, and transferability.
- Schedules the course to be formally reviewed by the Curriculum Committee or Technical Review Subcommittee, informally reviewed with the author, or returns it to a previous stage (course originator or Division Dean) for additional changes/information. The Technical Review Subcommittee, when scheduled, meets to review and discuss course proposals. Courses can be recommended for the Consent Agenda if there are no substantive changes identified (as defined in the Academic Senate Curriculum Handbook). Members of the Curriculum Committee are notified of courses recommended for the Consent Agenda and have an opportunity to remove any course for discussion before approval. Consent Agenda items are approved without further discussion by the Curriculum Committee, and the proposal authors are not required to be present for this approval.
- After informal or formal review, forwards courses to Stage 5, Agenda Review, as a part of building the upcoming Curriculum Agenda.

E. Stage 5 – Agenda Review

Curriculum Committee Chair:
- Evaluates courses as part of ongoing technical review process.
- Builds an agenda based upon internal and external timelines and forwards to Stage 6, Curriculum Office Review.
F. Stage 6 - Curriculum Office Review

**Articulation Officer:**
- Reviews proposals for compliance with Chancellor’s Office regulations.
- Validates program, general education and articulation information.
- Reviews transferability requirements.
- Identifies non-credit and stand-alone courses for submission to Chancellor’s office.
- Identifies programs requiring Educational Requirements approval.

G. Stage 7 - Curriculum Committee Review

- At the designated deadlines, course proposals submitted to this stage will be prepared in an agenda.
- Agenda will be reviewed and signed by the Vice President of Instruction, Dean of the Library and Learning Resource Center, and Curriculum Committee Chair.
- Curriculum Committee subsequently meets to review items on the agenda and hear presentations by faculty members/course originators. The Committee may allow the course proposal to be presented by someone other than the originator. This will only be considered at the originator’s request.
- Curriculum Committee instructional division faculty members are responsible for reviewing all proposals, with special attention given to those proposals from their own divisions. Curriculum Committee counseling faculty members are responsible for reviewing all proposals, with special attention given to impact on students in meeting educational goals.
- Curriculum Committee may either approve or not the course proposal by consensus. If consensus cannot be met, the Chair will conduct a roll-call majority vote. Courses can be approved as submitted and sent to Stage 8, or with modifications and sent to Stage 8. If extensive work is still required, the proposal will be returned to the originator.

**Review Categories**

**New Courses—Two Hearings.** The first hearing is for presentation of the concept and to address the Curriculum Committee’s approval criteria, appropriateness to mission, need, quality, feasibility, and compliance. The second hearing is used to determine if the faculty member adequately addressed the issues identified in the first hearing. At the prerogative of the Committee, a course can be placed on the Consent Agenda after the first hearing if there are no substantive issues or corrections to be made.

**Revisions—One Hearing.** One hearing is for presentation of course revisions and to address the same approval criteria discussed above.

**Curriculum Review—One Hearing.** By Title 5 regulation, all courses must be reviewed every six years to assure that the content and the prerequisites “remain necessary and appropriate” (Title 5, Section 55003(b)(3). Accreditation standards call for a systematic evaluation as well.

**Accreditation Standard II: Student Learning Programs and Services**

**A. Instructional Programs**

2a: The institution uses established procedures to design, identify learning objectives for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional course and programs. 2e: The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.
H. Stage 8 – Implementation

- Any corrections requested by the Curriculum Committee must be made prior to final implementation. All approved courses and programs are entered into the official Sierra College course database.

**Please note the following CSU and UC transfer timelines:**

**California State University:** Courses proposed for transfer to CSU are locally reviewed and approved by the Curriculum Committee. Courses must be approved by the last Curriculum Committee meeting of the academic year to appear as CSU transferable in the next Sierra College catalog.

**University of California:** Courses proposed for transfer to UC are reviewed by the UC Office of the President (UCOP) once each year in July. Courses must be approved by the Curriculum Committee by the last meeting of the academic year (May) in order to meet the submission deadline. If a course is offered prior to UC transfer approval, students will not receive transfer credit.

UCOP also offers a small secondary review cycle for course proposals approved at the start of each academic year (by the beginning of October). Notification of review status is provided in November.

**CSU General Education-Breadth:** Courses proposed for transfer as CSU GE-Breadth must be approved by the Curriculum Committee no later than November each year. Approvals are effective the following academic year. If a course is taught prior to GE approval, students will not receive GE credit.

**UC/CSU Intersegmental General Education Transfer Curriculum (IGETC):** Prior to requesting IGETC review, courses must be approved for transfer by the UC Office of the President (UCOP). Approvals are effective the following academic year. If a course is taught prior to IGETC approval, students will not receive IGETC credit.

V. Curriculum Review

A. Process for Curriculum Review

Title 5 and Accreditation Standards mandate periodic curriculum review. In order to meet the requirements, each department will examine its course offerings and degree patterns every six years.

**Accreditation Standard II: Student Learning Programs and Services**

II.A.2.e. Instructional Programs
Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.
Curriculum Review tasks to be completed and addressed with the Curriculum Committee:

1. Review, revise and update all course outlines of record to meet current curriculum standards assuring that there are measurable student learning objectives for every course.

2. Review and revalidate prerequisites, corequisites and advisories.

3. Indicate methods to assure that students achieve the stated learning objectives for courses regardless of instructor, location, or method of delivery.

4. For departments offering degrees and certificates, review student learning outcomes to assure that they are designed with the appropriate breadth, depth, and rigor to meet general education, transfer, or employment standards.

5. Review the sequencing of classes to assure that there is a logical progression from one course in the sequence to another.

6. Review offerings to assure that the student is able to complete the program in an appropriate length of time (2-3 years typically).

7. If transfer, compare courses with courses at transfer institutions and update articulation agreements.

B. Curriculum Review Cycle

In preparation for curriculum review, a six-year cycle has been set up by the Curriculum Committee and is shown below.

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C. Countdown to Curriculum Review

Below is a guideline to assist in the curriculum review process. As every discipline is different, the timeline is only meant as a suggested guide; some activities occur independently and others may be completed simultaneously. Conferring with the dean, department chair and faculty within your own discipline is recommended to develop an applicable timeline for your subject.

| Step I | Determine curriculum review plan including timelines for course and program review activities.
|        | Review existing active courses to compile list of courses to be reviewed and order in which they will be reviewed.
|        | Assign courses to available full-time faculty for review.
|        | Partner with any part-time faculty necessary to obtain their input.
|        | Obtain WebCMS password from Office of Instruction.
|        | Attend WebCMS training during Flex Week or during semester.

| Step II | Review one representative course in conjunction with Curriculum Chair or Technical Review Chair to check on objectives, content outline, sample assignments, teaching methodology, and methods of student evaluation plus completion of necessary supplements.
|         | Validate labor market relevance (required every two years for vocational programs).
|         | Conduct research with other community colleges, universities, and/or employers for program/course input.
|         | Review existing articulation agreements and associated paperwork; update as needed. Contact Tracy Shields, Articulation Officer, for information.

| Step III | Conduct appropriate content reviews leaving sufficient time to collaborate with department, division or inter-division faculty or the research office staff.
|          | Review program outcomes to assure they are designed with appropriate breadth, depth, and rigor to meet general education, transfer or employment standards.
|          | Collaborate with department colleagues on subject matter and related issues as they arise.

| Step IV | Review/revise degree and certificate patterns where appropriate.
|         | Review sequencing of courses to assure that there is a logical progression from one course to another.
|         | Review degree programs for completion within (typically) two years.

| Step V | Continue course-by-course review and submit each updated course for review via WebCMS.
|         | Make changes indicated during technical review.
|         | Continue course-by-course review and submit each updated course for review via WebCMS.
|         | Check with Curriculum Chair or Technical Review Chair to ensure that all courses have been technically reviewed and included on a Curriculum Committee agenda.

| Step VI Date of Curriculum Review* | Full-time department faculty attend curriculum meeting to describe course and program review specifics, answer questions from committee members, and make changes identified during meeting.

| Step VII Next Curriculum Meeting | Make any changes specified by the Curriculum Committee.

*In the case of a late curriculum review, please refer to the Incomplete Curriculum Review Process below, which was adopted by the Academic Senate on May 5, 2010.
D. Incomplete Curriculum Review Process

1. First Year after an Incomplete Curriculum Review: During fall Flex Week, the Curriculum Chair will contact the Department Chair. A meeting will be scheduled during the first four weeks of the semester to develop a timeline for completion of curriculum review. This timeline will not exceed the current academic year. This information will be shared with the Division Dean and Academic Senate. As necessary, support will be offered to the Department Chair to complete curriculum review under this new schedule.

2. Second Year after an Incomplete Curriculum Review: During fall flex week, the Vice President of Instruction will be notified as necessary support for completion of the review. The Department Chair and Curriculum Chair will meet during the first four weeks of the semester to complete a timeline for curriculum review during the semester. This information will be shared with the Division Dean, Academic Senate, and Vice President of Instruction.

3. Following this semester, if the curriculum review is not complete, the matter will be referred to the Vice President of Instruction. The Curriculum Chair, Division Dean, and Academic Senate will continue to support the process of curriculum review as needed.

Proposal approved by Curriculum Committee 4/21/10
Approved by Academic Senate 5/5/10
VI. APPENDIX A

Course Revisions Checklist

Checklist for Submitting Revised Curriculum

☑ Section 9b: Revise catalog description as necessary

☑ Section 11: Update course Outline. (This is a bit backward on purpose, it’s a generally easier way to think through the course)

☑ Section 10: Update course Objectives – divide if teaching in more than one mode of delivery, such as lecture/lab

☑ Compare and connect objectives and outline

☑ Section 12: Update reading and writing assignments as necessary. Provide evidence of critical thinking within the assignments

☑ Section 13: Update to include most recent textbook examples (within last three years). These can be representative of types and do not need to be only the one you currently use.

☑ Section 14: Make the instructor active and provide two specific examples in “Methods of Instruction”

☑ Section 15: Show that critical thinking skills required in “Methods of Assessing Student Learning.” Provide specific examples.

☑ Section 17: Review Faculty Minimum Qualifications

☑ Section D & E: Consider relationship to General Education and Transfer. Review articulation information and make sure it’s filled out.

☑ Complete Section F – samples available from Aimee Myers if needed

☑ Section G: Develop relationship between class size and pedagogy if not using a standard class size.

☑ Provide a brief description of changes in “rationale” section at very bottom of document. Include a statement this is for curriculum review and identify where significant changes were made in the proposal.

☑ Review prerequisites and update Form B - Prerequisite – be sure to update review panel at end of supplemental

☑ Consider applicability of Form D – Distance Learning
VII. APPENDIX B

Learning Objectives

Learning objectives and the cognitive, psychomotor, and affective domains

- Bloom (1948) developed classifications of intellectual behavior and learning in order to identify and measure progressively sophisticated learning.
- Three domains of learning are recognized:
  - The cognitive domain (Bloom’s Taxonomy, 1956) defining knowledge classification
  - The psychomotor domain (Gronlund, 1970, Harrow, 1972; Simpson, 1972) defining physical skills or tasks classification
  - The affective domain (Krathwhol, Bloom, and Masia, 1964) defining behaviors that correspond to attitudes and values

Getting started: Faculty have reported that the hardest aspect of writing objectives is simply getting something on paper.

- REALIZE – you have been doing this all along, operating from intuitive and professional experience; the task now is to communicate your criteria.
- As the expert in this discipline and course, begin by thinking about the most important things a student should leave your class being able to DO.
- Spend 15 minutes writing down words that express knowledge, skills, or values that integrate the most important aspects of your class.
- Use active verbs to craft sentences that are clear and measurable.
- Share these draft objectives with other faculty to sharpen the focus.
- Compare the draft objectives with
  - Course outlines
  - Core concepts articulated by professional organizations
  - Articulation and prerequisite agreements as indicators of external expectations

The essence of student learning objectives lies in focusing on the results you want from your students rather than on what you will cover in the course. Ask yourself how you will know that your students have accomplished those objectives.

Modified from: Janet Fulks (jfulks@bakersfieldcollege.edu) and Kate Pluta (kpluta@bakersfieldcollege.edu)
Bakersfield College 2004
## Cognitive Domain
### Learning Objectives Related to Knowledge

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Comprehension</th>
<th>Application</th>
<th>Analysis</th>
<th>Synthesis</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student remembers or recognizes information or specifics as communicated with little personal assimilation.</td>
<td>Student grasps the meaning behind the information and interprets, translates, or comprehends the information.</td>
<td>Student uses information to relate and apply it to a new situation with minimal instructor input.</td>
<td>Student discriminates, organizes, and scrutinizes assumptions in an attempt to identify evidence for a conclusion.</td>
<td>Student creatively applies knowledge and analysis to integrate concepts or construct an overall theory.</td>
<td>Student judges or evaluates information based upon standards and criteria, values and opinions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Basic Knowledge</th>
<th>More Sophisticated Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension</td>
<td>Higher Level Thinking</td>
</tr>
<tr>
<td>Application</td>
<td>Critical Thinking</td>
</tr>
</tbody>
</table>

Cite
Enumerate
Identify
Imitate
Label
List
Match
Name
Quote
Recall
Reproduce
State
Write

Convert
Define
Describe
Discuss
Estimate
Explain
Generalize
Identify
Illustrate
Locate
Paraphrase
Resate
Summarize

Apply
Chart
Compute
Demonstrate
Determine
Dramatize
Establish
Make
Manipulate
Prepare
Project
Solve
Use

Analyze
Compare
Contrast
Correlate
Diagram
Dissect
Differentiate
Distinguish
Infer
Investigate
Limit
Outline
Separate

Assemble
Create
Contrast
Design
Develop
Formulate
Generate
Hypothesize
Initiate
Invent
Modify
Reframe
Synthesize

Assess
Appraise
Conclude
Critique
Decide
Defend
Diagnose
Evaluate
Judge
Justify
Rank
Recommend
Support

Janet Fulks (jfulks@bakersfieldcollege.edu) and Kate Pluta (kpluta@bakersfieldcollege.edu)
Bakersfield College 2004
<table>
<thead>
<tr>
<th>Observe</th>
<th>Model</th>
<th>Recognize Standards</th>
<th>Correct</th>
<th>Apply</th>
<th>Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students translate sensory input into physical tasks or activities.</td>
<td>Students are able to replicate a fundamental skill or task.</td>
<td>Students recognize standards or criteria important to perform a skill or task correctly.</td>
<td>Students use standards to evaluate their own performances and make corrections.</td>
<td>Students apply this skill to real life situations.</td>
<td>Students are able to instruct or train others to perform this skill in other situations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hear</th>
<th>Identify</th>
<th>Observe</th>
<th>See</th>
<th>Smell</th>
<th>Tastes</th>
<th>Touch</th>
<th>Watch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observe</td>
<td>Copy</td>
<td>Attempt</td>
<td>Copy</td>
<td>Follow</td>
<td>Identify</td>
<td>Observe</td>
<td>See</td>
</tr>
</tbody>
</table>

*Usually no objectives or objectives written at this level.*

<table>
<thead>
<tr>
<th>Observe</th>
<th>Model</th>
<th>Recognize Standards</th>
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</tbody>
</table>

### Basic Knowledge

**Basic Skills**

<table>
<thead>
<tr>
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<th>Recognize Standards</th>
<th>Correct</th>
<th>Apply</th>
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</tr>
</tbody>
</table>

### More Sophisticated Skills

<table>
<thead>
<tr>
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<th>Recognize Standards</th>
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<th>Apply</th>
<th>Coach</th>
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</tr>
</tbody>
</table>

### Critical Understanding of Performance

Janet Fulks (jfulks@bakersfieldcollege.edu) and Kate Pluta (kpluta@bakersfieldcollege.edu)

Bakersfield College 2004
## Affective Domain
Learning Objectives Related to Attitudes, Behaviors, and Values

<table>
<thead>
<tr>
<th>Receiving</th>
<th>Responding</th>
<th>Valuing</th>
<th>Organizing</th>
<th>Characterizing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students become aware of an attitude, behavior, or value.</td>
<td>Students exhibit a reaction or change as a result of exposure to an attitude, behavior, or value.</td>
<td>Students recognize value and display this through involvement or commitment.</td>
<td>Students determine a new value or behavior as important or a priority.</td>
<td>Students integrate consistent behavior as a naturalized value in spite of discomfort or cost. The value is recognized as a part of the person’s character.</td>
</tr>
</tbody>
</table>

| Accept | Attend | Describe | Explain | Locate | Observe | Realize | Receive | Recognize | Behave | Comply | Cooperate | Discuss | Examine | Follow | Model | Present | Respond | Show | Studies | Accept | Adapt | Balance | Choose | Differentiate | Defend | Influence | Prefer | Recognize | Seek | Value | Adapt | Adjust | Alter | Change | Customize | Develop | Improve | Manipulate | Modify | Practice | Revise | Authenticate | Characterize | Defend | Display | Embody | Habituate | Internalize | Produce | Represent | Validate | Verify |

### Elementary Value and Behaviors

**Inherited Value System**

- Accept
- Attend
- Describe
- Explain
- Locate
- Observe
- Realize
- Receive
- Recognize

**Egocentric View**

- Behave
- Comply
- Cooperate
- Discuss
- Examine
- Follow
- Model
- Present
- Respond
- Show
- Studies

### More Highly Developed Attitudes

**Well Thought-Out Value System**

- Accept
- Adapt
- Balance
- Choose
- Differentiate
- Defend
- Influence
- Prefer
- Recognize
- Seek
- Value
- Adapt
- Adjust
- Alter
- Change
- Customize
- Develop
- Improve
- Manipulate
- Modify
- Practice
- Revise
- Authenticate
- Characterize
- Defend
- Display
- Embody
- Habituate
- Internalize
- Produce
- Represent
- Validate
- Verify

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Janet Fulks (jfulks@bakersfieldcollege.edu) and Kate Pluta (kpluta@bakersfieldcollege.edu)
Bakersfield College 2004
VIII. APPENDIX C

Sierra College General Education Option for A.A./A.S. Degrees

The Curriculum Committee examines each new course or substantive revisions of existing courses to determine if the course qualifies to meet graduation requirements as a part of a major, as an elective toward completion of the degree, or as qualifying to meet a general education requirement. It also examines courses for their transferability to CSU and their eligibility to be submitted to UC for transfer ultimately leading to submission for IGETC (Intersegmental General Education Transfer Curriculum).

General Education at Sierra College is defined as a range of courses to help students become aware of cultural differences, to develop in them a sense of self-esteem, to assist them in maintaining their health and fitness, and to enable them to achieve their goals and gain a breadth of knowledge about the environment, the natural sciences, the social and behavioral sciences, the humanities, and the skills of communication and critical thinking. This gives students a basic understanding of the world they live in.

To qualify to satisfy general education, courses should be general in nature including an introduction to the broad topic rather than specific in nature on a narrow subject. General education introduces the content and methodology of the major areas of knowledge: the humanities and fine arts, the natural sciences, and the social sciences. In addition, students will demonstrate competence in oral and written communication, scientific and quantitative reasoning, and critical analysis/logical thinking.

If it is not applicable for general education and is college-level, then it could be considered “elective” allowing the students to use the course to fulfill the unit requirement of a specific degree or certificate.

Philosophy for General Education

General education introduces the content and methodology of the major areas of knowledge: the humanities and fine arts, the natural sciences, and the social sciences. The general education program provides the opportunity for students to develop the intellectual skills, information technology facility, affective and creative capabilities, social attitudes, and appreciation for cultural diversity that will make them effective learners and citizens. [Standard II.A.3.a-c, Accrediting Commission for Community and Junior Colleges, August, 2006]

Course objectives, outline, and course materials must relate to the core components for the general education category for which you want the course to qualify.

1. CORE COMPONENTS OF GENERAL EDUCATION CATEGORIES

These core components are based on Title 5, Education Code Regulations, §55063: Minimum Requirements for the Associate Degree and CSU Executive Order No. 595 outlining general education breadth requirements. It is the intent that courses satisfying the Sierra College Associates Degree requirements should also meet the CSU general education breadth requirements and IGETC Guidelines.
Natural Sciences

Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena. A course shall include:

- An appreciation and understanding of the scientific method
- The limitations of scientific endeavor, namely, what is evidence and how was it derived
- An understanding of the relationships between science and other human activities
- The influence which the acquisition of scientific knowledge has had on the development of the world’s civilizations

Includes introductory or integrative courses in:

- Astronomy
- Biology
- Chemistry
- General physical science
- Geology
- Interdisciplinary (integrating science-based material)
- Meteorology
- Oceanography
- Physical geography
- Physical anthropology
- Physics
- And other scientific disciplines

Social/Behavioral Sciences

Courses in the social and behavioral sciences are those which focus on people as members of society. A course shall include:

- Development of an awareness of the method of inquiry used in social and behavioral sciences
- Critical thinking about the ways people act and have acted in response to their societies
- An appreciation of how societies and social subgroups operate
- Reflection on the fact that human social, political and economic institutions and behavior are inextricably interwoven
- An examination of their contemporary as well as historical settings
- Both Western and non-Western contexts

Includes introductory or integrative survey courses in:

- Cultural anthropology
- Cultural geography
- Economics
- History
- Political science
- Psychology
- Sociology
- Related disciplines
**Humanities**

Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. As a result of the study, students should understand the interrelationship between the creative arts, the humanities and self. A course could include:

- Awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them, both intellectually and affectively, in artistic and cultural creation
- Development of aesthetic understanding
- Ability to make value judgments
- Active participation in individual esthetic, creative experience
- Exposure to both Western cultures and non-Western cultures

Includes introductory or integrative courses in:

- Arts
- Foreign languages (courses must contain a cultural component and not be solely skills acquisition courses)
- Literature
- Music
- Philosophy
- Religion

**Language and Rationality**

Courses in language and rationality are those which develop for the student the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses.

- English Composition - Courses shall be designed to include both expository and argumentative writing
- Communication and Analytical Thinking - Courses shall be designed to include oral communication, mathematics, logic, statistics, computer languages and programming, and related disciplines

**Health Education/Physical Education**

Courses in health education/physical education are those which develop an appreciation for physical fitness and a healthy lifestyle. Courses could include participation in aerobic and muscular fitness activities, nutrition and health analysis, or a combination of both.
Multicultural Studies

1. Any course which explores in depth any non-Western/European culture, art, science, or history, or deals with the history or cultural contributions of any group experiencing past discrimination and/or underrepresentation in American/Western society. Examples would be Literature by Women or Asian Humanities.

2. Any course which is multi-cultural by definition: Anthropology, Comparative Religion, etc.

3. Any course not included in categories 1 or 2 which nevertheless incorporates a demonstrable and central multi-cultural component: that is, any course:

   a) which explores cultural distinction, the impact of culture/history, and/or the nature of cultural interaction, and
   b) which as a central element of the course engages in comparative and/or intensive analysis of different cultures and cultural products or paradigms.

II. LEARNING SKILLS

In Title 5, §55063, to receive an Associate Degree, in addition to completing the General Education components, students must demonstrate competence in:

- Reading
- Written Expression
- Mathematics

At Sierra College, we have added an additional component of oral communications.

The areas listed have been determined as appropriate demonstrations of the competence. The Educational Requirements Committee works with the faculty in the basic skill areas to determine appropriateness toward meeting these competencies.
IX. APPENDIX D

Title 5, §55063: Minimum Requirements for the Associate Degree

The governing board of a community college district shall confer the associate degree upon a student who has demonstrated competence in reading, in written expression, and in mathematics, and who has satisfactorily completed at least 60 semester units or 90 quarter units of degree-applicable credit course work (as defined in section 55002(a)) which falls into the categories described in section 55062. A college may also accept toward satisfaction of this requirement courses that were not completed at a California community college that would reasonably be expected to meet or exceed the standards of section 55002(a).

Effective for all students admitted to a community college for the Fall 2009 term or any term thereafter, competence in written expression shall be demonstrated by obtaining a satisfactory grade in an English course at the level of the course typically known as Freshman Composition (either Freshman Composition or another English course at the same level and with the same rigor, approved locally) or by completing an assessment conducted pursuant to subchapter 6 of this chapter (commencing with section 55500) and achieving a score determined to be comparable to satisfactory completion of the specified English course. Satisfactory completion of an English course at the level of Freshman Composition shall satisfy both this competency requirement and the coursework requirement set forth in subdivision (b)(1)(D)(i) of this section.

Effective for all students admitted to a community college for the Fall 2009 term or any term thereafter, competence in mathematics shall be demonstrated by obtaining a satisfactory grade in a mathematics course at the level of the course typically known as Intermediate Algebra (either Intermediate Algebra or another mathematics course at the same level, with the same rigor and with Elementary Algebra as a prerequisite, approved locally) or by completing an assessment conducted pursuant to subchapter 6 of this chapter (commencing with section 55500) and achieving a score determined to be comparable to satisfactory completion of the specified mathematics course. Satisfactory completion of a mathematics course at the level of Intermediate Algebra shall satisfy both this competency requirement and the coursework requirement set forth in subdivision (b)(1)(D)(ii) of this section.

The competency requirements for written expression and mathematics may also be met by obtaining a satisfactory grade in courses in English and mathematics taught in or on behalf of other departments and which, as determined by the local governing board, require entrance skills at a level equivalent to those necessary for Freshman Composition and Intermediate Algebra respectively. Requirements for demonstrating competency in reading shall be locally determined.

The required 60 semester or 90 quarter units of course work must be fulfilled in a curriculum accepted toward the degree by a college within the district (as shown in its catalog). It must include at least 18 semester or 27 quarter units in general education and at least 18 semester or 27 quarter units in a major or area of emphasis as prescribed in this section. Of the total required units, at least 12 semester or 18 quarter units must be completed in residence at the college granting the degree. Exceptions to residence requirements for the associate degree may be made by the governing board when it determines that an injustice or undue hardship would be placed on the student.

(a) Requirements for a major or area of emphasis.
(1) At least 18 semester or 27 quarter units of study must be taken in a single discipline or related disciplines, as listed in the community colleges “Taxonomy of Programs,” or in an area of emphasis involving lower division coursework which prepares students for a field of study or for a specific major at the University of California or the California State University.

(2) Effective for all students admitted to a community college for the Fall 2009 term or any term thereafter, each course counted toward the unit requirement of this subdivision must be completed with a grade of C or better or a “P” if the course is taken on a “pass-no pass” basis.

(b) General Education Requirements.

(1) Students receiving an associate degree shall complete a minimum of 18 semester or 27 quarter units of general education coursework which includes a minimum of three semester or four quarter units in each of the areas specified in paragraphs (A), (B) and (C) and the same minimum in each part of paragraph (D). The remainder of the unit requirement is also to be selected from among these four divisions of learning or as determined by local option:

(A) Natural Sciences. Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the general education requirement in natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific method, and encourage an understanding of the relationships between science and other human activities. This category would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics and other scientific disciplines.

(B) Social and Behavioral Sciences. Courses in the social and behavioral sciences are those which focus on people as members of society. To satisfy the general education requirement in social and behavioral sciences, a course shall be designed to develop an awareness of the method of inquiry used by the social and behavioral sciences. It shall be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate. This category would include introductory or integrative survey courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology and related disciplines.

(C) Humanities. Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course shall be designed to help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments. Such courses could include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.

(D) Language and Rationality. Courses in language and rationality are those which develop for the student the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses. Such courses include:

(i) English Composition. Courses fulfilling the written composition requirement shall be designed to include both expository and argumentative writing.
(ii) Communication and Analytical Thinking. Courses fulfilling the communication and analytical thinking requirement include oral communication, mathematics, logic, statistics, computer languages and programming, and related disciplines.

(2) Ethnic Studies will be offered in at least one of the areas required by subdivision (1).

(c) While a course might satisfy more than one general education requirement, it may not be counted more than once for these purposes. A course may be used to satisfy both a general education requirement and a major or area of emphasis requirement. Whether it may be counted again for a different degree requirement is a matter for each college to determine. Students may use the same course to meet a general education requirement for the associate degree and to partially satisfy a general education requirement at the California State University, if such course is accepted by that system to satisfy a general education requirement.

(d) For the purpose of this section, “satisfactorily completed” means either credit earned on a “pass-no pass” basis or a grade point average of 2.0 or better in community college credit courses in the curriculum upon which the degree is based.


In addition to the mandated categories of Title 5, Sierra College has added Health Education/Physical Education and Multicultural Studies Requirements.
Mission Statement
Sierra College provides a challenging and supportive learning environment for students having diverse goals, abilities and needs interested in transfer, career and technical training, and lifelong learning. The College’s programs and services encourage students to identify and to expand their potential. Sierra College students are supported in developing the knowledge, skills and abilities to be fully engaged and contributing members of the community.

Vision Statement
We will challenge ourselves and our community to become fulfilled citizens in a global environment by contributing to and engaging in the thoughtful application of knowledge guided by respect for others and the world in which we live.

Core Values
The following core values will establish our ethical principles and will guide our institutional decision-making. Sierra College will:
1. Support and model excellence in teaching, learning, scholarship, and creativity.
2. Provide the tools for continuing success in an ever-changing world.
3. Provide, and demonstrate the value of, an inclusive and equitable community.
4. Demonstrate collaboration in decision making.
5. Foster active citizenship in our community, our nation, and our world.
6. Create and nurture meaningful connections to our community.
7. Recognize that students are active participants in their education.
8. Support and demonstrate the sustainable use of all resources.

Student Learning Outcomes
Student learning outcomes state the expected knowledge, skills, and abilities students possess as a result of utilizing services and completing a course, a certification or a degree. At Sierra College, instructional programs define student learning outcomes for their content areas and link them to courses, certificates and degrees. Student learning outcomes for individual programs may be found on the Sierra College website. The general education sequence supports students’ attainment of the college’s institutional outcomes, as do the student learning outcomes for student services. These outcomes align with our district mission, support our vision, and reflect our core values.

Institutional Outcomes
Students attend Sierra College for a variety of reasons. Based on their own educational goals and experiences, students will develop skills in the following areas:

Communication
1. Read – Use active reading skills to comprehend and interpret information and ideas from a variety of texts, including academic prose (such as textbooks, literature, primary and secondary sources, and scholarly journals), technical documentation (such as manuals, charts, graphs, and reports), and media sources (such as newspapers, magazines, websites and online databases).
2. Write – Communicate thoughts, ideas, and information effectively in writing in a variety of modes and for a variety of purposes. Accurately and persuasively convey information and ideas using logic, reasoning, and effective rhetorical strategies. Use correct grammar, spelling, punctuation, diction, style, and format.
3. Listen – Demonstrate active listening skills in classroom, community, personal, and professional interactions.
situations. Interpret and respond appropriately to verbal and non-verbal communication in a variety of contexts.

4. **Dialogue** – Interact in a variety of dynamic situations by assessing the needs of the audience, creating a message, adapting to audience feedback, and responding appropriately. Through dialogue, build mutual understanding with individuals from various backgrounds.

**Technology and Information Competency**
1. **Demonstrate Technical Literacy** – Efficiently and accurately use current computer and other relevant technologies to acquire, process, and present information. Organize and maintain records.
2. **Apply Technology** – Use computer applications and other technologies in the learning process, real-world scenarios, and the workplace. Organize and maintain records.
3. **Access Information** – Recognize the need for information; choose and narrow topic. Formulate search questions. Gather, organize, and discriminate among various sources of information.
4. **Evaluate and Examine Information** – Filter information for relevance and accuracy. Apply criteria to determine credibility. Utilize data gathered to draw conclusions. Construct meaning from expanding and conflicting information. Credit sources according to academic standards.

**Critical and Creative Thinking**
1. **Inquire** – Identify and understand questions or problems across disciplines and in practical applications. Develop hypotheses.
2. **Analyze** – Investigate and assess the validity or relevance of arguments, claims, or contentions supported by data, observation, experience, testing or analysis. Distinguish fact from opinion. Develop an interpretation with an awareness of different views and reasoning.
3. **Problem Solve** – Use sound reasoning to specify solutions and consequences. Test hypotheses using methods appropriate to the problem (such as the scientific method, mathematical reasoning, and principles of logic).
4. **Express** – Acquire an appreciation and involvement in the creation or performance of works of fine art, craft, music, drama, and/or culture. Participate in games, sports, dance, and outdoor pursuits based on individual interests and capabilities.

**Citizenship**
1. **Ethics** – Develop and apply ethical reasoning and decision making skills in academics, in the workplace, and in global and local communities. Value honesty, civility, empathy, interpersonal competence, social responsibility, and peaceful conflict resolution.
2. **Diversity** – Recognize, understand, and respect diversity of belief, culture, value, ability, gender, race, age, and sexual orientation.
3. **Sustainability/Global Awareness** – Develop values and behaviors that respect the natural environment. Evaluate social justice issues and identify social responsibilities to elicit social change. Recognize the ethical implications of political, social, and economic institutions.
4. **Personal Responsibility** – Accept personal responsibility by recognizing oneself as the principal cause for opportunities and experiences. Effectively develop, apply and manage a healthy physical lifestyle and emotional well-being; self-motivate through planning and acting to accomplish goals. Recognize the value of life-long learning.
Access WebCMS at:

http://webcms.sierracollege.edu

or through the WebCMS link in mySierra.